

CORE PERFORMANCE STANDARDS

- Training
- Technical Assistance
- Evaluation



A PROGRAM OF
the Office of
Juvenile Justice and
Delinquency Prevention



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Overview

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) supports efforts across the nation to protect children from victimization, deter at-risk juveniles from engaging in delinquent acts, and intervene in the lives of juvenile offenders to promote their rehabilitation and to prevent recidivism. Achieving these goals requires concerted, collaborative, and creative efforts on the part of diverse professionals in law enforcement, the courts, corrections, probation, parole, education, social services, and other youth-serving endeavors. To assist policymakers and practitioners in implementing comprehensive communitywide initiatives that strengthen the local juvenile justice system, OJJDP has developed a network of providers dedicated to delivering targeted training and technical assistance (TTA).

OJJDP created the National Training and Technical Assistance Center (NTTAC) in 1995 to facilitate systematic coordination of OJJDP TTA resources. Specifically, NTTAC was established to increase responsiveness to consumer needs, promote the use of best practices in the provision of training and TA programs, collaborate among members of the OJJDP training and TA provider network, and employ performance standards for effective practice in the assessment, planning, delivery, and evaluation of TTA.

The Core Performance Standards were developed to promote the consistency and quality of OJJDP-sponsored TTA activities among providers, and to advance common expectations of performance excellence. The Core Performance Standards present minimum expectations to be met for effective practice in the planning, coordination, delivery, and evaluation of training. The standards in this document combine two previous OJJDP documents: *Core Performance Standards for Training, Technical Assistance, and Evaluation*, which outlined minimum performance for providers; and *Training, Technical Assistance, and Evaluation Protocols: A Primer for OJJDP Training and Technical Assistance Providers*, which gave guidance on meeting the standards. By assessing current practices against the Core Performance Standards and taking steps to move toward their full implementation, we can work together to advance excellence in the delivery of training and TA, and thus achieve the goals that we all desire on behalf of America's youth.

Training

Training is a process in which participants receive information and develop skills, knowledge, and attitudes that can be applied to better performance in the workplace. A successful training curriculum prepares learners to become more effective, competent, and efficient in their jobs, and as a result, help accomplish the organization's mission.

The full cycle of training development includes assessing organizational and learner needs, designing a cost-effective approach to address the needs, and creating a strategy for implementing the approach. It also involves selecting a method for evaluating the training's success in meeting its objectives (what was learned, how performance has changed) and addressing the needs of the organization (what has improved as a result of the learning). Training methods may include supervised on-the-job instruction, classroom training, facilitated online training, self-paced online training, or a blend of these platforms. The Core Performance Standards for training address the following areas:

1.0 - PRELIMINARY ASSESSMENT

2.0 - PLANNING

3.0 - DESIGN AND DEVELOPMENT

4.0 - IMPLEMENTATION

5.0 - ONLINE TRAINING

These Core Performance Standards are designed to assist training providers in managing a process that results in a valuable learning experience. The steps presented here are to guide the development of a training program; however, these steps apply to the development of any learning initiative designed to expand awareness, increase understanding, or improve performance.

1.0 - PRELIMINARY ASSESSMENT

The standards for preliminary assessment apply to receiving and documenting requests from grantees and contractors. Documentation describes the needs of the requesting agency and allows the provider to better understand the nature of the request.

Although this section provides sample forms, every training and technical assistance program is different. Grantees and contractors should develop their own internal systems and forms to document training requests received and to record the processing of such requests. It is important that you spend sufficient time in the preliminary assessment to clarify and validate the agency's need for the requested training and determine if it has the resources to support training.

If the grantee/contractor is providing training using a curriculum developed within an OJJDP project grant, it is important to verify that this curriculum is appropriate for the target audience and will meet the training need identified by the requesting agency. You should also review the request to determine whether other sources of assistance are available to meet this need. Finally, you must also determine whether the training request fits within the project scope; if the agency has the appropriate resources; and if qualified trainers, instructional designers, and subject matter experts are available.

If the grantee/contractor will provide the training requested, you will need to work with the requesting agency to finalize the scope of the request.

This Section includes:

- 1.0 Preliminary Assessment
 - 1.1 Documentation of Requests
 - 1.2 Needs Assessment
- Supplemental Information
 - Sample Training Request Log

1.0 - PRELIMINARY ASSESSMENT

1.1 - Documentation of Requests

Purpose: These standards apply to documenting requests for training to capture relevant information about the requesting agency and whether the need for training should be explored further.

1.1.1 Document all requests for training with sufficient information to move forward with the request.

Checklist

Documentation must include:

- ☐ Date training request was received.
- ☐ How the request was received (i.e., phone, e-mail, online form, etc.).
- ☐ Name of training provider/staff member who received the request.
- ☐ Name and type of agency making request and its contact information.
- ☐ Requesting agency contact person and locator information.
- ☐ Presenting need for training.
- ☐ Anticipated target audience.
- ☐ Training location and date requested.
- ☐ Whether the request fits within the scope of the grant/agreement.

1.0 - PRELIMINARY ASSESSMENT

1.2 - Needs Assessment

Purpose: A needs assessment enables providers to look carefully at the issues faced by the target population for whom the training is being requested. The results of the needs assessment help to determine if training is the most appropriate response to the expressed need. Sometimes other solutions such as changes in policy or organizational structure may be more appropriate or necessary before training can be effective. These standards ensure that training needs are assessed consistently.

1.2.1 Conduct a thorough needs assessment to determine if training is appropriate.

Checklist

A needs assessment must answer the following questions:

- ☐ Will training be effective in solving the problem or fulfilling the need?
- ☐ Will the expected benefits outweigh the anticipated expenditure of time and resources?
- ☐ Are there considerations that may affect the transfer of learning to the work place, such as organizational dynamics?
- ☐ What are the barriers, if any, to successful training?
- ☐ Have there been previous TA requests, and if so, what kind?
- ☐ Can the need for training be validated through any previous reports or TA?

Tip: Once the need for training has been established, a second stage of assessment can be conducted. This second stage involves examining learning and performance needs, and will be covered in the Design and Development section.

1.2.2 Determine if the proposed training site is appropriate.

Checklist

Determine if the training site meets the necessary logistical requirements:

- ☐ Adequate space to comfortably seat participants and to conduct all training activities.
- ☐ Good lighting and sufficient privacy to be free from distractions.
- ☐ Appropriate multimedia equipment in good working order.
- ☐ Adequate restroom facilities.
- ☐ Accommodations for people with disabilities.
- ☐ Office/production support (e.g., phone, fax, and copier).
- ☐ Nearby accommodations for breaks, lunch, etc., so that commuting time is minimal.

1.0 - PRELIMINARY ASSESSMENT

Supplemental Information

SAMPLE TRAINING REQUEST LOG

Date of Request: _____

Staff Receiving: _____

Requesting
Agency: _____

Agency Contact
Information: _____

Target Audience: _____

Date of Training: _____

Location of
Training: _____

Number to be
Trained: _____

Additional
Information: _____

2.0 - PLANNING

The standards for planning cover development of a training plan, and identification of the training team and the training delivery method. All are critical to successful training.

When creating a plan, remember to keep it simple. Too often, a plan becomes the end rather than the means. Also, when developing a training plan, remember that although it is important, it is not cast in stone. A plan is meant to be a general guide. Plans can and should change if the need arises. The plan you develop for your providers will depend to a great extent on the nature of the training delivered.

A training plan specifies what, how, and when training will be delivered; who will deliver it; and other logistical issues that could impact training. It also includes a description of the capabilities of the training team – the trainer, subject matter experts in addition to the trainer, and the instructional designer. Finally, the plan identifies the training platform that will be used, such as classroom-based or online.

This Section includes:

- 2.0 Planning
 - 2.1 Training Plan
 - 2.2 Training Team
 - 2.3 Training Delivery Method

2.0 - PLANNING

2.1 - Training Plan

Purpose: If training is to be developed, create a plan for developing, delivering, and evaluating training. Plan standards ensure that everyone who is involved with training has the same expectations. A good plan also provides guidelines for producing high quality materials and meeting critical deadlines.

2.1.1 Consult with the requesting agency to develop a comprehensive training plan.

Checklist

A comprehensive training plan should specify:

- ☐ Results of the training assessment.
- ☐ Contextual issues that may affect the process (i.e., environmental, geographic, and other cultural dynamics that may impact training effectiveness).
- ☐ Suggested training design based on the needs assessment results.
- ☐ Possible modifications that may be made to an existing training course based on the specific needs of the target audience, as appropriate.
- ☐ Who will deliver the training (this will depend on trainer-to-participant ratio).
- ☐ Where the training will be held.
- ☐ Contact person responsible for assisting with activities such as gathering current local data, site-specific statistics, current institutional practices, and demographics of the clients served.
- ☐ Cost of training.
- ☐ Logistical requirements.

2.0 - PLANNING

2.2 - Training Team

Purpose: If training does not exist for the content that needs to be delivered, it will have to be developed. In addition to the trainer, development of new training may also require the input of subject matter experts (SMEs) and instructional designers. These professionals must be experienced and capable of producing and delivering materials that meet OJJDP standards. Verifying the skills and experience of the training team helps ensure development of quality material and effective, competent delivery of the content.

2.2.1 Verify that all members of the training team are qualified and experienced.

Checklist

Verify that each member of the team has:

- ☐ A degree and resume that reflects competency in their professional area.
- ☐ Recognized experience in the area of training focus (trainer and SME).
- ☐ Experience providing direct services in the area of training focus (trainer).
- ☐ Samples of work (instructional designer).

2.2.2 Verify that the trainer has excellent presentation skills.

Checklist

Verify that the trainer has excellent presentation skills by:

- ☐ Observing the trainer delivering training (live or recorded).
- ☐ Assessing feedback from participants in previous training.
- ☐ Obtaining references from agencies the trainer has worked with in the past.

Checklist

Verify that the trainer can supplement content and enhance learning by answering these questions:

- ☐ Is the trainer familiar with the principles of adult learning?
- ☐ Can the trainer use case studies, role plays, and demonstrations based on past experience?
- ☐ Does the trainer know how to present information and activities so that learning can be transferred to the work setting?
- ☐ Does the trainer have a supply of real-life examples to illustrate learning points?

2.0 - PLANNING

2.3 - Training Delivery Method

Purpose: Early in the planning process, you must determine or confirm which delivery method is most appropriate for training—classroom-based, facilitated online, self-study online, or some other method. These standards will help you determine the most appropriate delivery method given such factors as the budget, content to be delivered, and number of participants to be trained.

2.3.1 Consult with the requesting agency and determine the appropriate delivery method for the training.

Checklist

Consider content when selecting the most appropriate delivery method (e.g., classroom-based or online):

- ☐ Is it important that learners be able to develop interpersonal skills?
- ☐ Is hands-on practice required?
- ☐ Are discussions and information sharing a critical part of learning?

Consider resources when selecting the most appropriate delivery method:

- ☐ How much time is available to develop training?
- ☐ Is an appropriate space available?
- ☐ What is the trainer-to-learner ratio?
- ☐ How frequently will the training be delivered?
- ☐ How often will the training need to be updated?
- ☐ What is the budget?
- ☐ What technology and technological resources are available?

Consider participants when selecting the most appropriate delivery method:

- ☐ How many learners will be trained?
- ☐ Is it important for learners to be able to network?
- ☐ Are learners able to meet in one location relatively easily?
- ☐ How much experience do learners have with online technology?
- ☐ How self-motivated are learners?

3.0 - DESIGN AND DEVELOPMENT

The standards for design and development of training apply when there is no existing training available, and you must create new training. Design and development begins after the results of the needs assessment are reviewed and a plan has been created. It progresses from writing objectives, through the design of the content and structure of the course, and through production. Depending on the content and structure of the training you are creating, the design and development process can require considerable time, skills, and resources. These standards cover a process for developing comprehensive training courses and may not apply to all your training.

Effective training is developed using strategies that meet the needs of various learning styles. It also incorporates the principles of adult learning. Adult learners need to know the benefits of learning something and how they will use it. They need to connect the new learning with past experience and build on it. They need opportunities to practice using the new information/skills in a safe environment under the guidance of a competent, credible instructor/facilitator. Supplemental material at the end of this section addresses these issues.

If the grantee/contractor is providing training using curricula developed within an OJJDP project grant, it is important to review the training for adherence to OJJDP standards.

This Section includes:

- 3.0 Design and Development
 - 3.1 Course Outcomes
 - 3.2 Modules and Lesson Plans
 - 3.3 Training Components
- Supplemental Information:
 - Lesson Plan Content
 - Sample Lesson Plan
 - Adult Learning Principles
 - Learning Styles

3.0 - DESIGN AND DEVELOPMENT

3.1 - Course Outcomes

Purpose: Training cannot be developed without specifically identifying learner needs and stating goals and objectives. A learner needs assessment must be conducted if the requesting agency has not already done so. Goals and objectives based on the learner needs assessment describe the outcome, not how it will be accomplished. Clear outcomes help the training team stay focused on the purpose of the training. The standards for course outcomes describe how to identify goals and create effective, measurable objectives.

3.1.1 Conduct a learner needs assessment if necessary.

Checklist

When conducting a learner needs assessment, answer the following questions about learner performance:

- ☐ What is the learning gap – the difference between current performance and desired performance?
- ☐ Are there specific factors, such as advances in technology or new legislation, which have created this gap?
- ☐ What new skills and knowledge are necessary to close this gap?
- ☐ What is the general background of learners in terms of professional experience, knowledge of subject matter, etc.?
- ☐ What are the barriers to achieving desired performance?

Tip: Learner needs assessments can be conducted as focus groups, individual interviews, surveys of field staff, or by a number of other means. However, never rely on only one means of assessment. Collect data from at least three sources for confirmation.

3.1.2 Establish organizational outcomes for every training.

Checklist

Consider the following factors when developing organizational outcomes:

- ☐ How the organization will benefit from improved learner performance.
- ☐ How the service population will benefit from improved learner performance.

3.1.3 Establish learner outcomes (objectives) for every training.

Checklist

Consider the following factors when developing learner objectives:

- ☐ How training will improve learner skills.
- ☐ How training will increase learner knowledge or develop new attitudes.
- ☐ The amount of training time available (less time = more modest objectives).

3.1.4 Write specific, measurable learner outcomes (objectives) for every training.

Checklist

Consider the following factors when writing learner objectives:

- ☐ Are the objectives specific, measurable, attainable, and relevant, and can they be accomplished in a reasonable amount of time?
- ☐ Do objectives clearly state what learners will know or be able to do at the end of training?
- ☐ Are standards of performance specified, if necessary?

Tip: To help ensure that the objectives are measurable, it is a good idea to keep in mind the following question: “How will I know that the participants have actually learned what I want them to learn?” Objectives will also guide the course developer in selecting appropriate instructional techniques.

3.0 - DESIGN AND DEVELOPMENT

3.2 - Modules and Lesson Plans

Purpose: Structuring content so that it is well timed and flows logically is one of the most critical steps in designing and developing effective training. These standards ensure consistency in the content and design of OJJDP training materials.

3.2.1 Training is designed in a modular format.

Checklist

Incorporate the following elements when structuring training:

- ☐ All content is divided into modules.
- ☐ Modules are logically sequenced as self-contained topics or units of instruction.
- ☐ Each module covers a specific subject, concept, or task.
- ☐ Each discrete module is conceptually connected to preceding and following modules.

3.2.2 Each learning module contains one or more lesson plans.

Checklist

Incorporate the following elements when creating lesson plans:

- ☐ Introduction, including the purposes, a clear statement of the connection to previous lessons, background information, and a summary of content covered in the lesson.
- ☐ Time needed to present the lesson.
- ☐ Objectives for the lesson.
- ☐ Lists of all materials and supplies needed for the lesson, such as training aids, equipment, slide shows, handouts.
- ☐ Notes on trainer or participant preparation required before the lesson.
- ☐ Presentation guide or outline offering a clear and logical description of what the trainer says and does.
- ☐ Explicit trainer directions for all activities.
- ☐ Method of evaluation.

3.2.3 Learning strategies are appropriate for the content being delivered.

Checklist

Design strategies used in each lesson plan based on:

- ☐ Learner expertise and experience.
- ☐ Real-life, job-relevant problems or situations.
- ☐ Opportunities for group participation and interaction.
- ☐ Opportunities for learners to demonstrate mastery of new knowledge and practice new skills and behaviors.
- ☐ Adult learning principles.
- ☐ Incorporation of various learning styles.
- ☐ Cultural factors such as race and ethnicity, language, geographic location, lifestyle, age, level of education, occupation, socioeconomic status, religious affiliation, and physical disability.

Tip: Always keep diversity in mind when designing activities, handouts, case studies, and other materials to ensure cultural appropriateness. An effective training program acknowledges and incorporates the culture of its target audience; this requires drawing on the values, traditions, and customs of the targeted learning community. To achieve this, you may want to obtain input from people representative of your audience when developing training. Also, make sure that trainers are culturally competent and reflective of the target learning community when necessary.

Checklist

Design strategies used in each lesson plan based on:

- ☐ Learner expertise and experience.
- ☐ Real-life, job-relevant problems or situations.
- ☐ Opportunities for group participation and interaction.
- ☐ Opportunities for learners to demonstrate new knowledge and skills.

Tip: When planning instructional strategies, keep in mind the questions that learners bring to a training situation: What do I need to know? Why do I need to know it? How do I use it? What if my situation differs from the training examples?

3.0 - DESIGN AND DEVELOPMENT

3.3 - Training Components

Purpose: Training curricula should include an instructor guide and a participant workbook. These components guide the training and learner as the training is being delivered. They also provide documentation of the training and can be used for future reference. Standards for producing these materials ensure that the components have a consistent look and feel and reflect ODJJP design conventions.

3.3.1 All training courses include an instructor guide and a participant workbook that contain relevant, up-to-date content.

Checklist

Ensure that the instructor guide contains:

- ☐ Lesson plans.
- ☐ Copies of learner handouts, slides, and other print material that will be used in training.
- ☐ General information such as target audience, recommended class size, training facility requirements, seating diagrams, and other materials or references.

***Tip:** If the curriculum will be delivered by several different instructors, it must be sufficiently detailed to ensure that each instructor is able to follow the plans and deliver the training, maintaining a consistent standard of quality and content from one program to another.*

Checklist

Ensure that the participant workbook contains:

- ☐ Outlines for all modules.
- ☐ Learning objectives.
- ☐ Instructions for activities.
- ☐ Copies of slides, if used.
- ☐ Other materials that will be required during training.

3.0 - DESIGN AND DEVELOPMENT

Supplemental Information

LESSON PLAN CONTENT

Several components are important in the development of any curriculum or training package.

These components include lesson plans, handouts, training aids, reference lists, and supplementary materials. The foundation of any training package is a lesson plan, which is the basis for the instructor guide. The lesson plan provides information, topic content, directions on presentation style, and methods of presentation.

The lesson plan allows for consistency in the distribution of information from one presentation to another. The following elements should be included in and/or be complementary to a lesson plan:

Module Summary – A presentation of all the elements necessary to accomplish the stated learning and performance objectives, such as title of lesson, description of target audience, amount of time needed to present the lesson, setup of training room, listed learning and performance objectives, listed evaluation procedures, listed methods of presentation of the material, and a list of training supplies and equipment (either supplied and/or needed).

Introduction – Background and summary of the information and concepts that are covered in the particular lesson.

Objectives – A statement or list of statements clearly defining what participants will learn or will accomplish upon completion of the lesson.

Presentation Guide – A guided, clear, and logical presentation of concepts and information pertinent to the lesson. This includes directions to the trainer/facilitator about the use of exercises, role plays, handouts, and discussion items to facilitate the transfer of knowledge.

Summary – A concise presentation and review of the information that is covered in the lesson. This can be presented by the trainer/facilitator with input from participants.

Evaluation – Written or verbal account by participants of information learned. This helps the trainer/facilitator determine whether or not the learning and performance objectives of the lesson were met.

Handouts – Any materials that participants receive to assist in processing information, providing more information, or reinforcing verbal information. Handouts should be clear and easy to read. If these handouts include copyrighted articles, it is important to request permission from the author or publisher to reproduce them before distribution. Handouts can also include printouts of slides used for presentation.

Slides/Transparencies – Audiovisual aids used to provide information in a concise visual manner.

References – A list of books, periodicals, and articles used to gather information for inclusion in the particular module. This reference section can also be included at the end of the curriculum, identifying all the sources of information.

Training Evaluation Instrument – A written form for capturing information on the training process. This can be presented in a multiple-choice format or by asking open-ended questions to solicit information.

SAMPLE LESSON PLAN

Lesson Plan Cover Sheet

Course Title: _____

Lesson Title: _____

Instructor(s): _____

Prepared by: _____

Date: _____

Length: _____

Target Population: _____

Number of Participants: _____

Supplies and Equipment: _____

Performance Objectives: (Describes learner performance and not trainer activities)

At the end of this lesson participants will be able to:

1. Objective for lesson
2. Objective for lesson
3. Objective for lesson
4. Objective for lesson

Evaluation Method: (Describes how achievement of objectives will be measured)

SAMPLE LESSON PLAN (continued)

Lesson

Narrative Script (What the trainer says)	Trainer Notes (What the trainer does)
Introduction Establishes readiness for learning in a lesson plan, a module, or a seminar. Includes: ▪ Statement regarding how this module (lesson) fits in the whole training plan ▪ Rationale for the learning task(s) ▪ Explicit sharing of participant performance objectives and evaluation procedures ▪ Overview of training activities (what trainer will do and what participants will do)	Includes: ▪ Descriptions of activities ▪ Instructions for showing visuals ▪ Materials needed ▪ Directions for flip charting ▪ References to manual
Content Delivery includes: ▪ Critical concepts, information, skills, processes, values/attitudes to be learned ▪ Essential content information ▪ Examples, illustrations, questions to ask ▪ Opportunities for learners to apply or practice new learning ▪ Transition statements linking key points or different activities	Includes: ▪ Brief description of training strategy (e.g. structured activity, simulation, case study) ▪ Techniques to check for understanding ▪ Techniques to provide feedback to learners on their progress ▪ Instructions for group activities ▪ Descriptions of how active learner involvement can be maintained
Independent Practice (if appropriate) Practice sessions include: ▪ Description of purpose ▪ Preparation for activity ▪ Extended practice opportunities ▪ Follow-up activities to ensure transfer of learning ▪ Debrief of activity	Includes: ▪ Activity instructions ▪ How learning will be monitored ▪ How feedback will be given ▪ Timing ▪ Materials needed
Close/Evaluation Includes: ▪ Recap of critical points of learning with clarification as necessary ▪ Distribution of evaluation form or other assessment of training	Includes: ▪ How evaluation will be done ▪ Strategy to be used

ADULT LEARNING PRINCIPLES

Adults learn differently than children. There are certain accepted principles of adult learning that you should consider when developing any training.

- **Self-Concept.** As people mature, they move from dependency to self-directness.
 - Trainers must actively involve participants in the learning process and facilitate learning.
 - They should solicit learner perspectives and allow them to use their own judgment.
 - Trainers need to act as facilitators, guiding participants to their own observations and discoveries rather than providing them with facts.
- **Experience.** Adults draw on their experiences to aid their learning.
 - Instructors need to connect these experiences to training.
 - They should solicit learner experience and knowledge that is relevant to the topic.
 - They must relate theories and concepts to the participants and recognize the value of experience in learning.
- **Readiness.** Adults are ready to learn those things they need to know in order to cope effectively with life situations.
 - They want to know the ultimate goal.
 - They appreciate training that is organized and has clearly defined elements.
 - Instructors must show learners how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.
- **Orientation.** As people learn new knowledge, they want to apply it immediately in problem solving.
 - They must see a reason for learning something.
 - Content must be immediately applicable to their work or other responsibilities to be of value.
 - The instructor should relate theories and concepts to the job and work environment.
- **Motivation.** As people mature, they receive their motivation to learn from internal factors. Adults are **practical**, focusing on the aspects of a lesson most useful to them in their work.
 - They may not be interested in knowledge for its own sake.
 - Instructors must tell learners explicitly how the lesson will be useful to them on the job.

(Adapted from Knowles, M., Elwood, H., Swanson, R., and Holton, E. 1998. The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development)

LEARNING STYLES

There are many ways to categorize how we learn. One of the most popular is the VAK model, which refers to Visual, Auditory, and Kinesthetic (movement) ways of receiving and interpreting information.

Learners use all three modalities to receive and learn new information and experiences, but usually only one or two of these receiving styles is dominant. The dominant style may not always be the same for some tasks. The learner may prefer one style of learning for one task, and a combination of others for a different task.

Learning styles are obviously important when developing training. We need to present information using all three styles to allow all learners the opportunity to become involved, no matter what their preferred style may be.

Auditory learners receive information more efficiently by listening. They often do better talking to a colleague or a tape recorder and hearing what was said. To integrate this style into the learning environment:

- Tell learners what is going to be covered, and end by summarizing what was covered.
- Include auditory activities, such as brainstorming. Leave plenty of time to debrief activities. This allows learners to make connections between what they learned and how it applies to their situation.
- Encourage learners to verbalize the questions.
- Develop an internal dialogue between yourself and the learners.

Visual learners receive information by reading text or analyzing charts and graphs. To integrate this style into the learning environment:

- Use photographs, video, graphs, charts, illustrations, or other visual aids.
- Include outlines, concept maps, agendas, handouts, etc. for reading and taking notes.
- Invite questions to help them stay alert in auditory environments.
- Post flip charts to show what will come and what has been presented.
- Emphasize key points to cue when to take notes.
- Eliminate potential distractions.
- Allow learners to envision the topic or have them act out the subject matter.

Kinesthetic learners do best while touching and moving. These learners lose concentration if there is little or no external stimulation or movement. For example, when listening to lectures, they may want to take notes for the sake of moving their hands.

To integrate this style into the learning environment:

- Give frequent stretch breaks (brain breaks).
- Use activities that get the learners up and moving.
- Provide toys such as squeeze balls and Play-Dough to give them something to do with their hands.
- To highlight a point, provide gum, candy, scents, etc. which provides a cross link of scent (aroma) to the topic at hand (scent can be a powerful cue).
- Have them transfer information from the text to another medium such as a keyboard or a tablet.

(Adapted from CiteHR, <http://www.citehr.com/12743-vak-assess-your-learning-style.html>)

4.0 - IMPLEMENTATION

The purpose of implementation is to put into practice the training plan that was designed and developed earlier. Implementation usually involves pilot testing the training and making revisions before the actual training is launched to the target audience. In the pilot, learners take part in all the activities and produce tangible results that can be used to evaluate progress toward objectives. The curriculum itself is also evaluated during a pilot.

The pilot test serves as a “dress rehearsal” for a new training curriculum. It helps detect anticipated problems or weaknesses in the curriculum that can be fixed prior to widescale delivery. The pilot test audience should include individuals who are similar to the intended course audience. Some course designers send the curriculum to experts in the field for review and incorporate feedback into the curriculum prior to the pilot test. Although a field review can increase both development time and cost, it often increases the effectiveness of the pilot test. Pilots may not always be necessary or cost effective, particularly for small workshops and short presentations. However, at a minimum, the training team should thoroughly review the instructor guides, participant workbooks, activities, handouts, and audio visual materials before delivery. If it is feasible, observe the pilot training and the launch to see if the training proceeds as designed, and if it appears to be effective. If the previous phases of assessment, design, and development were done well, then implementation should go quite smoothly.

This Section includes:

- 4.0 Implementation
 - 4.1 Pilot Training and Delivery
 - 4.2 Training Evaluation
 - 4.3 Followup Reports and Continued Improvement
- Supplemental Information
 - Training Observation Checklist

4.0 - IMPLEMENTATION

4.1 - Pilot Training and Delivery

Purpose: You may have the opportunity to observe the pilot training or the delivery and make recommendations. If the training will be repeated, feedback should be incorporated into subsequent training. The standards described below apply to observation of any training.

4.1.1 Observe training and evaluate for seamless logistics.

Checklist

When observing training, ensure that:

- ☐ All equipment is set up and working.
- ☐ All supplies and materials have arrived and are distributed to learners as needed.
- ☐ Evaluation instruments have been prepared and are distributed at the appropriate time.
- ☐ Other forms such as sign-in sheets and certificates of completion are ready for learners.

4.1.2 Observe that the trainer demonstrates excellent presentation and facilitation skills.

Checklist

When observing training, ensure that the trainer:

- ☐ Presents the training material clearly, accurately, and as designed.
- ☐ Uses the training materials (e.g., handouts, supplies) and audiovisual equipment effectively.
- ☐ Creates a learning environment where the participants are treated with respect and are free to try new behaviors, ask questions, and make mistakes.
- ☐ Gives feedback skillfully so that it is heard and understood by the participants.
- ☐ Provides positive reinforcement and motivational incentives.
- ☐ Involves participants in all aspects of the training activities.
- ☐ Handles any disruptions effectively.

4.1.3 Observe that the trainer demonstrates flexibility and responsiveness.

Checklist

While observing training, ensure that the trainer:

- ☐ Follows the lesson plan but also demonstrates flexibility and responsiveness to learning needs.
- ☐ Monitors learning by asking questions or observing learner behavior.
- ☐ Recognizes and demonstrates appreciation of cultural differences.
- ☐ Spends additional time, if necessary, to clarify important points, provide examples, or correct misinformation.

4.0 - IMPLEMENTATION

4.2 - Training Evaluation

Purpose: An evaluation plan, which was designed or selected in the early stages of training, is completed after the pilot and delivery of training are completed. These standards are designed to guide you in determining how and when to conduct an evaluation, and what to look for when analyzing the results.

See **Core Performance - Evaluations** for training evaluation standards and additional information.

4.0 - IMPLEMENTATION

4.3 - Followup Reports and Continued Improvement

Purpose: A training review and followup report are sent to the designated OJJDP program manager for review and approval. The standards described below specify the information that should be included in these reports.

4.3.1 Immediately following delivery, trainers will prepare a training review and followup report.

Checklist

A training review and followup report include the following information:

- ☐ Course and trainer name.
- ☐ Course date and location.
- ☐ Overview of training need and training approach that was used to meet the need.
- ☐ Number of participants who completed the training.
- ☐ Organizational affiliation(s) of participants.
- ☐ Summary of the training participant evaluations.
- ☐ Description of any problems or other events that impacted training.
- ☐ Description of any training activities that worked particularly well or were problematic.
- ☐ Methods for improvement.
- ☐ Feedback regarding the amount of time allotted to cover all of the material.

4.0 - IMPLEMENTATION

Supplemental Information

TRAINING OBSERVATION CHECKLIST

- ☐ **Does the curriculum include warm-up activities or “ice breakers” needed to put people at ease?**
- ☐ **Are learners encouraged to interact?**
 - ☐ Listen carefully to each other?
 - ☐ Respect different points of view?
 - ☐ Respect guidelines?
- ☐ **Does the training engage learners? Does training encourage:**
 - ☐ Listening?
 - ☐ Viewing visuals?
 - ☐ Asking questions?
 - ☐ Reading and writing?
 - ☐ Using supplies or equipment (if applicable)?
 - ☐ Discussing critical issues?
 - ☐ Identifying and solving problems?
 - ☐ Planning actions?
 - ☐ Critical thinking?
- ☐ **Do the lectures in the program encourage participation?**
 - ☐ Are they combined with a participatory exercise?
 - ☐ Are they brief?
 - ☐ Are they well organized?
 - ☐ Are audio-visual aids incorporated in the lecture?
 - ☐ Does the trainer rely too heavily on his or her notes?
 - ☐ Was there enough time for questions and comments from others?
 - ☐ Does the trainer offer challenging questions about the content being delivered?
- ☐ **Are the activities effective?**
 - ☐ Are the purposes of the activities clearly specified?
 - ☐ Are the tasks that learners are expected to complete clearly described?
 - ☐ Are learners given enough information to complete the expected tasks?
 - ☐ Is the information accompanying the activity clearly presented and easily understood?
 - ☐ Is the information presented relevant to the task?
 - ☐ Are learners given enough time to perform the expected tasks?
 - ☐ Are learners given enough time to share what they have learned from the tasks with each other?
 - ☐ Are the learners given a clear summary of the main points they were expected to learn in the activity?

- ☐ **How effectively do the case studies and role-playing activities in the program encourage participation?**
 - ☐ Does the situation lead to an in-depth analysis of the problem?
 - ☐ Does the situation encourage people to consider a range of possible strategies for dealing with the problem?
 - ☐ Are people provided enough information to participate in the activity in a meaningful way?
 - ☐ Are people provided with an opportunity to discuss the social, cultural, and historical contexts of the situations?
- ☐ **How effectively does the organization of the program encourage participation?**
 - ☐ Are discussion groups small enough to ensure participation (no more than four to six people)?
 - ☐ Is the ratio of discussion groups to instructors small enough? (A single instructor cannot effectively supervise more than three or four groups.)
 - ☐ Is there enough room to enable each group's members to talk among themselves without disruption?
 - ☐ Does each group have its own moderator and note-taker?
 - ☐ Does the responsibility for leading and recording the discussion rotate among those willing to do the job?
 - ☐ Are the groups supplied with guidelines about how to lead and report their discussions?
 - ☐ Do the activities make allowances for anyone in the group who may have problems reading and writing?
- ☐ **Does training promote understanding?**
 - ☐ Do the trainers repeat out loud anything they write on a board or flip chart?
 - ☐ Are evaluations conducted to assure that participants comprehend the training material?
- ☐ **Are learners encouraged to challenge the record if they consider it inaccurate?**
- ☐ **Are approaches using integrated instructional technologies effective in eliciting participation?**
- ☐ **Does the learning environment encourage active participation?**
 - ☐ How are the chairs, tables, and other learning stations arranged in the classroom?
 - ☐ How does this arrangement encourage or inhibit participation and interaction?
 - ☐ Can the arrangement be changed easily to allow different kinds of interaction?
 - ☐ Is the climate of the classroom sufficiently comfortable to allow learning?
 - ☐ Does the social environment or atmosphere in the learning environment encourage people to participate?

5.0 - ONLINE TRAINING

The standards for online training primarily apply to *synchronous* training, such as webinars and virtual classrooms, which are facilitated and conducted in real time; and to synchronous components of blended and asynchronous training. *Blended* training mixes face-to-face instruction with various online technologies. *Asynchronous* training occurs when instructor and learners interact at different times and places, and may be facilitated or self-paced. Blended and asynchronous training, along with synchronous training, are further defined and compared within the supplemental information provided. Section 5.1 applies to all forms of online training.

Most of OJJDP's synchronous training is conducted via webinars, which have many advantages for OJJDDP and the field, including cost effectiveness; capacity to accommodate practitioners' busy schedules; suitability for training large groups in real time; and features that further extend the training's reach by publishing the training online for future viewing at any time. Challenges include retaining learners' attention and engaging participants in the live event. Thus the standards for online training include a separate section on webinars, with particular attention to these needs.

Decisions about which form of online training to offer, however, should be made after carefully considering the benefits and drawbacks of all training delivery options—including face-to-face options—for accomplishing a training's specific learning objectives.

The standards for online training should be interpreted to encompass the standards and related checklist items in sections 1 through 4 that apply to all training.

This Section includes:

- 5.0 Online Training
 - 5.1 Technology Selection
 - 5.2 Synchronous Training
 - 5.3 Webinars
- Supplemental Information:
 - Online Training Overview
 - Webinar Tools
 - Preparing a Webinar Flyer
 - Timeline for Developing Webinars

5.0 - ONLINE TRAINING

5.1 - Technology Selection

Purpose: This section provides standards for selecting the online training technology that best meets identified learner needs, while also keeping costs reasonable. Whether because of mandates to control costs or a need to reach the largest appropriate audience possible, many organizations have cut back on face-to-face training events. At the same time, the number and quality of online training options have increased, and many options are proving cost effective and efficient. Cost effective, however, does not necessarily mean inexpensive; and generally, the lower the cost, the lower the level of interactivity. Like any effective training, online training must engage participants in the learning process, be grounded in adult learning principles, and accommodate various learning styles, all without the benefit of face-to-face interactions. Special technology-supported features and training techniques must be used to retain participants' attention and ensure that learning occurs.

In addition, all OJJDP NTTAC online training must comply with Section 508 of the Rehabilitation Act (29 U.S.C. 794d), as amended. See standard 5.1.3, below.

Tip: Consider these 5 points when investigating online training programs:

1. **Does the program leverage adult learning techniques?** Adults are better able to retain information when given concrete examples, feedback on how they are doing, and content that is important to their work.
2. **Is the training engaging and interactive?** If not, participants may ignore the content and do other tasks as the training program runs in the background. An interactive course will better retain participants' attention and allow knowledge transfer to occur.
3. **Does the program include interactive exercises or polling questions throughout the training?** Capturing participant responses can help identify who paid attention. Exercises let participants practice what they have learned and receive feedback on how they are doing.
4. **Does the online training also offer facilitator led follow-up options?** Depending on the skill set targeted, the online program may need to be supplemented with a short facilitator led follow-up. This is particularly important when the content is complex or practice role plays are needed.
5. **Does the program let participants re-enter the training to "refresh" their skills?** Often, employees must complete training within specified timeframes, but certain skills that can be learned at any point may not be used for several months. It is always a good idea to afford participants the opportunity to re-enter the online training program to refresh their skills

(Adapted from American Society for Training and Development, 2011)

5.1.1 Select the online technology that best addresses the training's specific learning objectives, consistent with available resources.

See **Core Performance Standard 2.3**, Training Delivery Method: checklists for considering content, resources, and participants when determining the most appropriate online training delivery method.

5.1.2 Incorporate the highest affordable level of interactivity into any online delivery method selected.

5.1.3 Ensure that the online training complies with Section 508 of the Rehabilitation Act, as amended.

Checklist

Online training that will be uploaded to the OJJDP NTTAC website must have:

- ☐ Video closed captioning.
- ☐ An audio transcript.
- ☐ Text descriptions for all graphics and non-text elements in written materials.

5.0 - ONLINE TRAINING

5.2 - Synchronous Training

Purpose: This section provides standards that apply to synchronous online training, including synchronous components of blended and asynchronous training (e.g., a live virtual classroom). Additional standards specific to webinars are provided in section 5.3.

5.2.1 Train and schedule a sufficient number of technical support staff before presenting a synchronous online training event.

Checklist

Technical support personnel who interact with instructors and learners must:

- ☐ Understand the training's purpose, objectives, and audience.
- ☐ Know how to quickly resolve routine technical issues for instructors and participants.
- ☐ Have excellent cultural competency and customer service skills.
- ☐ Have the writing skills needed to communicate professionally with learners (e.g., in writing responses to chat questions).
- ☐ Participate fully in all pilot tests of the training.
- ☐ Be prepared to support processing of participant evaluations.
- ☐ Participate in the event debriefing process.

5.2.2 Ensure that trainers are comfortable with the online technology selected.

Checklist:

This component of planning and delivery must include the following:

- ☐ Assess the trainers' experience with the selected technology.
- ☐ Provide all trainers with written instructions and tips.
- ☐ Conduct at least one practice session.
- ☐ Make sure adequate technical support for trainers is provided during the event.
- ☐ Debrief with trainers after the event on their experiences with the technology.

5.0 - ONLINE TRAINING

5.3 - Webinars

Purpose: Webinars, a form of synchronous training, offer considerable benefits. Most of OJJDP's synchronous training is conducted via webinar, where learners can interact with the facilitator and with one another online. Webinars have the capacity to provide content, tools, and technical assistance to large audiences; can be archived for future viewing at any time; and offer a level of interactivity. However, maintaining learner attention can be difficult even with the interactivity provided with a webinar. Most learners will be in environments where there are distractions. Furthermore, there is no way to monitor them or gauge reactions to the training.

The standards in this section will help retain learner attention and encourage interaction, so that an optimal amount of learning can occur through the webinars. Webinar evaluations show that participants are particularly challenged to pay attention when webinars include more than two presenters, and when time for questions and answers is cut short and the questions they submit are not acknowledged. Participants also appreciate receiving presenter slides in advance, so they can better focus on what the presenter is saying, rather than take notes on material that has already been summarized in writing.

5.3.1 Plan to include no more than two presenters.

Checklist

Consider alternatives to adding presenters and increasing the webinar's length:

- ☐ Is the topic complex enough to benefit from delivery through a series of webinars?
- ☐ Can some of the content be delivered through other means (e.g., follow-up postings or emails providing referrals/links to resources not included in webinar materials)?
- ☐ Does another grantee offer related training to which learners could be referred?
- ☐ Does a needs assessment show learner willingness to attend a longer webinar or multiple webinars to hear from more than two experts at one event?

5.3.2 Allow 20 minutes for questions and answers, either interspersed during the webinar or at the end.

Checklist

The following must be done to use question and answer features effectively:

- ☐ Always use polling questions.
- ☐ Always assure participants that written answers will be posted for all questions that time did not permit addressing during the webinar.

Tip: Poll the group several times during the webinar to gain a better understanding of the audience, keep participants engaged, and give them opportunities to compare their experiences or thoughts. Example: After presenting a point, ask “How many of you are already doing this?” Be sure to report the poll results; for example, “I see about half of you raised your hands.”

5.3.3 Provide participants with presenter slides before the webinar begins.

Checklist

Participants should receive this information in advance:

- ☐ Titles of presentations and summaries of subtopics to be covered.
- ☐ Statement regarding intended audience(s).
- ☐ Explanation of the level of training to be delivered (e.g., basic, intermediate, advanced).
- ☐ Brief bios highlighting presenters’ areas of expertise and experience, with a focus on background information directly related to the topic of their presentation.
- ☐ Copy of presenters’ PowerPoint slides.

5.0 - ONLINE TRAINING

Supplemental Information

ONLINE TRAINING OVERVIEW

Face-to-face instructor-led trainings can be expensive to develop and deliver. It is important to determine per-learner cost to deliver the training to determine if it will be worthwhile to conduct the training. Delivery costs include instructional materials per learner and trainer (notebooks, handouts, etc.), equipment costs (laptop, monitor, computer, tear sheets, markers, etc.), training room fees, offsite expenses (travel, hotel, and meal costs for trainers and onsite staff; shipping of materials), and salaries/consultant fees (trainers, editors to prepare training material, support staff). By totaling these costs and dividing by the number of learners, you can obtain the cost of training per learner. Your organization will have to determine the optimal cost per learner that will make the best use of resources. In some cases, particularly if there are budgetary constraints, training online may be more cost effective per learner than face-to-face training.

Synchronous Training

Synchronous training is conducted in real time, with a facilitator or trainer. The facilitator and learners are in different locations, but they interact as if they were in the same room. Synchronous training is sometimes referred to as a *virtual classroom*. Synchronous online training may include multimedia components such as group chats, webinars, video conferencing, and phone call-ins.

Asynchronous Training

Asynchronous training occurs when the instructor and learners interact in different places and at different times. Learners enrolled in asynchronous courses are able to complete their work at any time. They do not need to schedule their time around the predetermined plan of the instructor.

Asynchronous training can be either facilitated or self-paced. In *facilitated* asynchronous training, the instructor usually posts assignments online. Learners submit assignments to the instructor online and often have the opportunity to communicate with each other through threaded discussions (also known as online bulletin boards). Asynchronous training can use text, graphics, video, audio, etc. With *self-paced* asynchronous training, learners complete the training without interacting with instructors or other learners. Tests are often included with self-paced training. Results may or may not be submitted electronically. Self-paced training requires a great deal of learner self-motivation, since an instructor is not present.

ONLINE TRAINING OVERVIEW (continued)

Depending on how it is designed, asynchronous training can incorporate different levels of interactivity, as shown on the table below. Most trainings are typically at the first two levels because when interactivity increases, so does cost.

Interactivity Level	Definition
Level 1 – Low interactivity	▪ Content is usually relatively straightforward ▪ Content is provided in a linear format ▪ Used to introduce an idea or concept ▪ Learner has little or no control over the sequence of the content, tests, or other learning events ▪ Interactivity is minimal with simple graphics, clip art, and simple forward/backward navigation
Level 1 – Moderate interactivity	▪ Involves presentation and recall of more information than Level 1 ▪ Learner has some control over content ▪ Often used for more complex knowledge, basic operations, or relatively simple procedures ▪ Emulations or simulations may be presented with graphics and simple animation ▪ Audio narration is often used ▪ Navigation includes menus, forward/backward movement, limited branching, indices and glossaries
Level 3 – Intermediate interaction/simulation	▪ Involves interaction with more complex information ▪ Learner has increased level of control ▪ Often used to model procedures, system or equipment operation, or display fairly complex images ▪ Programming often includes two to three levels of branching ▪ Includes emulations and simulations, which may use video, graphics, and complex audio
Level 4 – Advanced interaction/simulation	▪ Content is detailed and comprehensive scenarios are complex ▪ Learner has a great degree of control over content ▪ Learner interacts with demonstrated tasks and procedures ▪ Navigation includes multiple menus and branching ▪ Graphics, animation, and video are more extensive

ONLINE TRAINING OVERVIEW (continued)

Blended Training

Blended training (often referred to as *blended learning*), is a term used for training that integrates multiple media with the appropriate instructional strategies. In other words, blended training mixes face-to-face instructor-led training with online technology (e.g., live virtual classroom, self-paced instruction, streaming video, audio, and text) to deliver content. Blended training can also include collaborative tools such as wikis and forums to facilitate the transfer of learning.

Determining the Best Delivery Platform

What is the most appropriate platform for delivering training? While there are many factors, content, cost, interactivity, and flexibility are among the key decision-drivers. The table below lists the three top drivers for each type of delivery method.

Delivery Method	Driver 1	Driver 2	Driver 3
Instructor-led, face-to-face	Most appropriate method for content to be delivered	Value of learner-trainer interaction	Value of learner-learner interaction
Synchronous training	Cost savings over face-to-face training	Most appropriate method for content to be delivered	Value of learner-trainer real time interaction
Asynchronous training	Time and schedule flexibility with self-paced format	Cost savings over face-to-face training	Ability to reach a large audience with few resources
Formal on-the-job training, coaching, or mentoring	Skills to be acquired need regular coaching	OJT needed to reinforce learning obtained from other methods	Culture advocates mentoring/coaching

(United States Distance Learning Association, 2007)

WEBINAR TOOLS

The following table summarizes the uses and benefits of various webinar platform tools. To foster ongoing interaction and collaboration between and among participants, strive to use two or three of these tools. Plan to practice with assigned presenters.

Tool	Uses	Benefits
Chat	▪ Solicit learner input ▪ Encourage collaboration	▪ Actively engages learners in discussion ▪ Creates peer exchanges
Polling	▪ Check knowledge or experience ▪ Stimulate interest ▪ Set up lecture or discussion	▪ Provides instant feedback and satisfaction ▪ Learners can compare their responses ▪ Helps facilitator lead discussion and tailor lecture
Status Icons	▪ Quickly get input ▪ Identify volunteers for exercises ▪ See agreement or disagreement	▪ Participants can “vote” or respond, though they may be uncomfortable using chat ▪ Opens the door for facilitator to call on learners to give examples
Streaming Video	▪ Streams video of facilitator ▪ Adds animation and interest	▪ Helps to establish rapport ▪ Creates a sense of connection
Whiteboard/Annotation	▪ Brainstorm and capture ideas ▪ Encourage collaboration	▪ Allows facilitator to guide and record discussion visually ▪ Encourages peers to share ideas
Application Sharing	▪ Share websites, your desktop, or documents ▪ Can turn over control to specific participants	▪ Allows you to demonstrate steps or actions online ▪ Gives a participant the opportunity to practice steps or actions while others observe
Breakout Rooms	▪ Have participants work in small groups	▪ Supports practice and feedback ▪ Encourages quieter participants to participate verbally

PREPARING A WEBINAR FLYER

A webinar flyer should inform potential attendees of the 5 W's: *who, what, where, when, and why*. This information is used in webinar marketing and delivery. Key information to include:

- ☐ Interesting and enticing name for the webinar.
- ☐ Presenter's name(s), organization, title.
- ☐ Professional photos of presenters.
- ☐ Date and time for webinar (list in all time zones).
- ☐ Webinar description.
- ☐ Learning objectives (at least 2-3).
- ☐ Registration information.
- ☐ Event link for webinar.
- ☐ Dial-in telephone number if appropriate.
- ☐ Contact information for webinar coordinator.

Marketing and Advertising:

Each webinar may or may not be intended for a targeted audience. If it is a topic of interest for the general public, identify how and where it should be marketed. All webinars should be announced on OJJDP's JuvJust at a minimum.

- ☐ Identify additional media markets that may be interested in the topic.
- ☐ What other agencies or organizations should be notified?
- ☐ Share electronic flyer with presenters/planning team to disseminate.

TIMELINE FOR DEVELOPING WEBINARS

✓	Task	Date Completed	Notes
3 Months Before: ____/____/____			
	Receive request		
	Schedule conference call with online training team		
	Discuss potential goals and possible learning objectives		
	Identify potential dates and location for training		
	Identify number of potential learners		
	Identify facilitator(s)		
	Discuss expectations and deadlines		
	Establish deadlines		
	Schedule time to review and comment on online materials		
2.5 Months Before: ____/____/____			
	Confirm facilitator(s), date and location		
	Develop learning objectives, expectations, target audience, marketing strategy		
	Refine online training timeline and due dates		
	Determine how learners will register and access training		
	Identify roles and responsibilities for the online team		
	Develop "branding" (if necessary)		

	Finalize description of training and learning objectives		
	Develop flyer/email blast for notification		
8 Weeks Before: ____/____/____			
	Check in with facilitator(s)		
	Activate registration link		
	Schedule and coordinate two mandatory run-through dates with facilitator(s) (if first one goes well, you can choose to cancel the second one)		
	Registration goes live		
	Test registration site		
	Design marketing and registration information		
6 Weeks Before: ____/____/____			
	Review facilitator's PPT presentation (revisions due four weeks from online date)		
	Confirm dates for run-throughs with facilitators		
	Identify who is to provide transcription services immediately following conclusion of training		
2 Weeks Before: ____/____/____			
	Finalize and disseminate all PPTs and information to facilitators for practice		
	Conduct two practice sessions (as appropriate)		
	Send final PPT for uploading one day prior to scheduled training		

Day of Training: ____ / ____ / ____			
	Arrive on site at least two hours prior to training start time		
	Set up staging area prior to guests' arrival		
	45 minutes to one hour before training begins, send reminder to learners if it was not pre-scheduled		
	Review assigned roles and responsibilities with team and review process from beginning to end		
	Schedule debriefing time		
	Begin and end on time		
	Disseminate trainer feedback forms		
	Send audio recording for transcription		
	Obtain any questions from learners that were not answered during training		
Post-Training Wrap Up: ____ / ____ / ____			
	Send questions to facilitators for response and post responses when received		
	Edit audio recording, if necessary		
	Obtain training evaluation data		
	Post online training materials for access by learners who could not attend		
	Notify appropriate learners and facilitators that online training materials can be accessed		

Technical Assistance

Technical Assistance (TA) is a process of developing creative, cost-effective ways to provide targeted support to an organization or system to address a developmental need, resolve a problem, develop a strategic plan for long-term change, or create an innovative approach to an emerging complex issue. TA approaches range from simple to complex, from short- to long-term, from agency-specific to systemwide. Approaches include, but are not limited to, one or more of the following:

- TA bulletin.
- Coaching.
- Development of on-the-job training processes and protocols.
- Customized resource packet.
- Facilitated work group.
- Guided planning process.
- Strategic planning for agency or collaborative.
- Development of policy and procedures.
- Program review and evaluation.
- Identification of model agency or program for requesting organization to visit and observe.
- Development of a data collection and evaluation process.

The delivery of TA must include documenting requests, planning and executing delivery, and preparing the appropriate reports and followup. The Core Performance Standards for TA address the following areas:

1.0 - TECHNICAL ASSISTANCE REQUESTS

2.0 - TECHNICAL ASSISTANCE DELIVERY

3.0 - REPORTS AND FOLLOWUP

In addition, this guide includes a procedural practice note on the Civil Rights of Institutionalized Persons Act (CRIPA). This information pertains to the satisfactory documentation of practices that violate the constitutional or statutory rights of individuals residing in juvenile correctional facilities.

1.0 - TECHNICAL ASSISTANCE REQUESTS

The standards for documentation and assessment apply to receiving and documenting requests for TA from grantees and contractors. Documentation describes the needs of the requesting agency and allows the provider to better understand the nature of the request and the type of TA that will meet the agency's needs.

Although this section provides a sample form, grantees and contractors should develop their own internal systems to document TA requests received and to record the processing of such requests. To ensure that the appropriate TA is delivered, it is important that you spend sufficient time clarifying and validating the agency's needs.

If the TA includes materials developed within an OJJDP project grant, it is important to verify that these materials are appropriate for the target audience and will meet the training need identified by the requesting agency. You should also review the request to determine whether other sources of assistance are available to meet this need. Finally, if extensive onsite assistance is needed, you will need advance approval from OJJDP and executive commitment of the requesting agency to ensure that TA takes priority and that sufficient resources are available.

This Section includes:

- 1.0 Technical Assistance Requests
 - 1.1 Documentation of Requests
 - 1.2 Acceptance
 - 1.3 Needs Assessment
- Supplemental Information
 - Technical Assistance Request Form

1.0 - TECHNICAL ASSISTANCE REQUESTS

1.1 - Documentation of Requests

Purpose: These standards apply to documenting requests for TA to capture relevant information about the requesting agency and whether the need for TA should be explored further.

1.1.1 Document all requests for TA with sufficient information to move forward with the request.

Checklist

Documentation must include:

- ☐ Date request was received.
- ☐ How the request was received (e.g., phone, e-mail, online form, etc.).
- ☐ Name of TA provider staff member who received the request.
- ☐ Name and type of agency requesting assistance.
- ☐ Agency contact information (e.g., address, phone).
- ☐ Agency point of contact who will coordinate the TA (for onsite TA only).
- ☐ Presenting need for TA.
- ☐ Scope and type of assistance requested.
- ☐ Requestor's anticipated outcomes following receipt of TA.
- ☐ When the TA services are needed/requested.
- ☐ Whether the request fits within the scope of the grant/agreement.

1.1.2 Acknowledge requests in a timely manner.

1.1.3 Obtain advance approval if required.

Checklist

Obtain the following approvals if the TA request is for extensive onsite assistance requiring significant expenditure of resources:

- ☐ Advance approval from OJJDP.
- ☐ Executive commitment from the requesting agency (e.g., by letter of request).

Tip: It is important to verify that agency executives are committed to the TA, because program staff may not be aware of other agency priorities and staff resources may not be available.

1.0 - TECHNICAL ASSISTANCE REQUESTS

1.2 - Approval

Purpose: Extensive longer-term TA requests must meet the acceptance criteria described in the grant or contract statement of work (SOW). These standards ensure that TA is provided within the scope of the grant or contract.

1.2.1 Verify that the TA request meets specific acceptance criteria.

Checklist

Determine if the TA request meets the following criteria:

- ☐ TA request is appropriate within the intent of the grant or contract.
- ☐ Allocation of resources is appropriate and feasible.
- ☐ Anticipated level of effort is appropriate and feasible.
- ☐ TA request adheres to OJJDP policy.

***Tip:** TA can require significant resources and level of effort, so it is critical that each request for extensive TA clearly specifies why TA is needed, who is to be involved, what assistance is to be delivered, and how and when it is going to be delivered. All requests should be submitted to OJJDP as defined in the grantee/contractor's grant or SOW. In addition, if there are questions about whether the request falls within the scope of the grant or contract, or if the expenditure of resources is appropriate, the request should be submitted to OJJDP for approval.*

1.0 - TECHNICAL ASSISTANCE REQUESTS

1.3 - Needs Assessment

Purpose: All long-term TA requests, particularly those that require extensive assistance, require a needs assessment to determine the scope of the TA intervention. This is an organizational-level needs assessment, conducted with the requester and stakeholders, not a field-wide assessment. These standards ensure that all TA needs assessments are examining the appropriate criteria.

1.3.1 Conduct a needs assessment for extensive TA requests.

Checklist

To verify that TA is needed, a needs assessment should answer the following questions:

- ☐ Is the need or problem description accurate?
- ☐ What evidence or data validate the need?
- ☐ Is the need a symptom of underlying organization issues (that may or may not be resolved by TA intervention)?
- ☐ What will change/improve as a result of TA intervention?
- ☐ How will the agency incorporate the new learning gained from TA?
- ☐ What resources are available to assist the TA recipient agency beyond TA provision?
- ☐ Who are the recipients of the TA?
- ☐ Has similar TA already been conducted, and if so, what were the outcomes?
- ☐ What other factors may affect the successful provision of assistance (e.g., timing, participation of the appropriate people, availability of information or information systems)?

Tip: Further assessing and defining a TA need is a critical step in providing effective assistance. By carefully assessing the need for TA through phone calls with the requesting agency, review of relevant documents, or even a site visit, you can identify the right kind of TA that will target the requesting agency's needs.

1.0 - TECHNICAL ASSISTANCE REQUESTS

Supplemental Information

TECHNICAL ASSISTANCE (TA) REQUEST FORM

Send your completed form to:

For information on available training and TA go to:

You may also contact:

SECTION I – Requester Information

Requesting Agency/Organization:

Requester's Name:

Date Request Submitted:

Title:

Address:

Phone:

Fax:

E-mail:

Date(s) TA Request is Needed:

SECTION II – Description of TA Request

Provide concise and complete information in each section below. When completing the form electronically, the size of each section will increase as needed to accommodate the additional content. If using a paper format, add more pages as needed.

1. **Problem Statement:** Describe as specifically as possible the condition or issue for which the training or TA is requested.

2. **Previous Efforts:** Have there been any previous attempts to address the condition or issue for which the training or TA is requested? If so, what action(s) were taken and what were the results?

3. **Training or TA:** Describe what type of training or TA you would like to receive.

4. **Target Audience/Recipients:** List the intended audience or recipients of the training or TA.

5. **Goals and Outcomes:** Describe the goals and outcomes you would like to achieve as a result of this training or TA.

6. **Resources/Consultants:** Are there any specific resources you need or consultants from whom you would like to receive training or TA? If so, please describe these resources and provide consultant/provider contact information. If not, please describe the specific areas of expertise that would be helpful.

2.0 - TECHNICAL ASSISTANCE DELIVERY

Once the need for TA has been validated and documented and the TA approved, assistance can be provided to the requesting agency. Providing truly effective TA is the result of accurate assessment, good relationship building, careful planning, and engaging delivery.

In some cases, progressive levels of assistance are provided – first some written information, for example, then a phone consultation, followed by more intensive onsite work – as the specific need emerges and is clarified for both provider and recipient. Onsite and longer-term assistance require TA plans.

Regardless of the level of assistance, TA should be delivered at a rate and level that meets the recipient's needs. Too much too soon may be as ineffective as none at all.

This Section includes:

- 2.0 Technical Assistance Delivery
 - 2.1 Technical Assistance Plan
 - 2.2 Providers and Technical Assistance Approach
- Supplemental Information
 - Training and Technical Assistance Delivery Plan

2.0 - TECHNICAL ASSISTANCE DELIVERY

2.1 - Technical Assistance Plan

Purpose: Plan standards ensure that everyone who is involved with TA has the same expectations. A good plan also provides guidelines for producing high quality materials and meeting critical deadlines.

2.1.1 Develop a TA plan for all onsite and longer-term assistance.

Checklist

A comprehensive TA plan should specify:

- ☐ Background or contextual information.
- ☐ Requester(s) and TA recipient(s).
- ☐ TA need to be addressed.
- ☐ Desired or anticipated outcome(s) of the assistance.
- ☐ Period of time required to provide the assistance.
- ☐ Estimated budget for accomplishing the required assistance.
- ☐ Level and type of in-kind contribution to be made by the requester.
- ☐ Who will provide the assistance.
- ☐ Description of, and justification for, the level of TA to be provided, including the specific activities, information, and resources that will be provided to address the TA need.
- ☐ Products and materials, if any, that will result from TA.
- ☐ Plan for evaluating the effectiveness of the TA.

Tip: When creating a plan, remember to keep it simple. Too often, a plan becomes the end rather than the means. Also, when developing a training plan, remember that although it is important, it is not cast in stone. A plan is meant to be a general guide. Plans can and should change if the need arises.

2.0 - TECHNICAL ASSISTANCE DELIVERY

2.2 - Providers and Technical Assistance Approach

Purpose: TA is designed to deliver appropriate information as needed to the target audience. The standards for providers and TA approach help ensure that the required information is delivered in the most valuable way by the most qualified person. The standards also ensure that through an educational approach, recipients become more adept at addressing similar issues in the future.

2.2.1 Select TA providers who are both subject matter experts and highly competent in delivering TA.

Checklist

Verify that the selected TA provider has the following qualifications:

- ☐ Knowledge about, and sensitivity to, the cultures of the population groups in recipient jurisdictions.
- ☐ Subject matter expertise.
- ☐ Communication skills.
- ☐ Experience providing TA.
- ☐ Understanding of cultural, demographic, and other issues unique to the target population.

Tip: Carefully read resumes, examine prior work, speak with references, and match provider competencies to specific assignment needs.

2.2.2 Ensure that assistance is designed to enhance the capabilities of recipients to address similar issues on their own in the future.

Tip: Engaging the TA recipients as partners in the process – starting at the needs assessment and early planning stages – will support the education process.

2.0 - TECHNICAL ASSISTANCE DELIVERY

Supplemental Information

Training and Technical Assistance Delivery Plan

Task Order Title: [Insert State and Title]	Funding Stream: [Insert Funding Stream]	TA#: [Insert TA #]
Project Task Leader: [TA Coordinator] Phone: [Phone Number]	Client Contact: [Insert State Rep] Agency: [Insert Agency] Phone: [Insert State Rep Phone #]	Date Task Received: [Date received] Estimated Completion Date: [X days after TA] Date Submitted to COTR: [Insert date]
Task Budget: \$ [Labor + ODC] Labor: \$ [Total Labor] ODC: [Total ODC]	Budget Detail: Labor: \$ Total = x day(s) prep, x day travel, x day(s) onsite, x day report writing at \$ [consultant rate] x [number of total days] Flight: NTE \$xxx.xx Travel Agency Fee: \$xx.xx Baggage Fee: \$xx.xx Rental Car: \$ Total = (if no Rental Car, leave at \$0.00) Road/Transportation Cost: \$xxx.xx Lodging: \$ Total = (\$GSA rate/night x [number of night(s)] = \$xx.xx) + (Total Lodging x .20 (tax) = \$xx.xx) Meals: \$ Total = (\$xx.xx/full day x number of full days) + (\$xx.xx/travel day x number of travel days) Misc: \$xxx.xx	
Consultants Recommended: Insert recommended		Additional Consultants Considered: Insert additional consultants
Task Summary: Insert Summary of Overall TA Requester: Insert Requester Period of Performance: Insert Period of Performance Event Date (if any)/Location: Insert TA Date/Location Type of TA: Onsite, Offsite, etc Deliverables: The Consultant will: [Describe each task consultant will do (e.g., submit presentation materials, collect feedback, prepare final report) and when it will be done]		
Task Manager/ Leader (initials): [coordinator's initials]		Date:
Project Director (signature):		Date:
Client Approval (signature):		Date:

3.0 - REPORTS AND FOLLOWUP

Through reports, OJJDP documents all TA and incorporates the information within a database for future use, when applicable. The type and extent of the reports will vary depending on the type of assistance and the requirements specified in the Statement of Work. Reports help OJJDDP document the success of TA and are used to continually improve it.

As in training, TA evaluations assess the impact and outcome of an action or set of actions designed to address a particular need. A solid evaluation process aids in determining the effectiveness of the action(s) in achieving the established goals and objectives prescribed to meet the need. This is discussed more fully in the section on evaluation standards.

This Section includes:

- 3.0 Reports and Followup
 - 3.1 Written Report
 - 3.2 Evaluating Technical Assistance
- Supplemental Information
 - Procedural Practice Note: The Civil Rights of Institutionalized Persons Act (CRIPA) of 1980

3.0 - REPORTS AND FOLLOWUP

3.1 - Written Report

Purpose: OJJDP requires that reports on all onsite or long-term TA events be prepared and submitted within a specified number of days. A comprehensive report documents the success of the TA and provides background information when there is a request for further assistance in the same area.

3.1.1 Submit a written report to OJJDP within 15-30 working days after any onsite or long-term TA.

Checklist

A comprehensive written report should describe:

- ☐ The need(s) for TA and why it was necessary to provide it.
- ☐ The nature of the TA and why that approach was selected.
- ☐ Initial assessments of the effectiveness of the TA.
- ☐ Extent to which the TA addressed the stated need(s).
- ☐ Followup required, if any.
- ☐ Areas where further assistance may be helpful.

3.0 - REPORTS AND FOLLOWUP

3.2 - Evaluating Technical Assistance

Purpose: An evaluation plan, which was designed or selected in the early stages of TA, is completed after assistance has been delivered. The success of TA should be measured immediately after the event and at a point in the future after recipients have had experience applying the new information. The standards are designed to guide you in determining how and when to conduct an evaluation, and what to look for when analyzing the results.

See **Core Performance - Evaluations** for TA evaluation standards and additional information.

3.0 - REPORTS AND FOLLOWUP

Supplemental Information

PROCEDURAL PRACTICE NOTE: THE CIVIL RIGHTS OF INSTITUTIONALIZED PERSONS ACT (CRIPA) OF 1980

The Civil Rights of Institutionalized Persons Act (CRIPA), 42 U.S.C. §1997a et seq. authorizes the Attorney General to conduct investigations and litigation relating to conditions of confinement in state- or locally operated institutions (the statute does not cover private facilities). Under the statute, the Special Litigation Section investigates covered facilities to determine whether there is (1) a pattern or practice of violations of residents' federal rights (the section is not authorized to represent individuals or to address specific individual cases), or (2) the existence of "egregious or flagrant conditions" that violate the constitutional or statutory rights of individuals residing in an institution and that cause "grievous harm to the residents."

Under CRIPA, the Department of Justice (DOJ) Civil Rights Division must protect the rights of individuals residing in these five major areas:

1. Jails and prisons.
2. Juvenile correctional facilities.
3. State- or locally run mental health facilities.
4. State- or locally run developmental disability and mental retardation facilities.
5. State- or locally run nursing homes.

Most juvenile detention and correctional facilities are plainly encompassed by the statute, including facilities where juveniles are held awaiting trial, residing for purposes of receiving care or treatment, or residing for any state purpose (other than solely for educational purposes).

When in the process of conducting an onsite TA assessment or delivering onsite TA, the TA provider (e.g., the OJJDP-funded grantee or contractor or the subject matter expert/consultant retained by the OJJDP-funded grantee or contractor) is responsible for alerting the designated OJJDP program manager regarding possible CRIPA violations. It is important to remember that timely reporting and the assembling of pertinent documentation are fundamental to the process of getting help to the facility in need of reform.

In assessing a facility's vulnerability, the TA provider should give careful consideration to the following areas:

- **Education** – Conditions violating the detained youth's right to an adequate education program.
- **Environment** – Unsanitary and inhumane environmental conditions violating the incarcerated youth's constitutional rights under the 8th and 14th Amendments (e.g., fire and safety hazards, filth, crumbling plaster, serious lighting problems, plumbing leaks, etc.).
- **Health care** – Lack of routine health screening and medical and dental services, especially for residents who are required to take medication, are pregnant, or have serious medical conditions.
- **Overcrowding** – Evidence of severe overcrowding resulting in inadequate education, health, mental health, and recreation services.
- **Recreation** – Inadequate opportunities for exercise and outdoor recreation.
- **Restraints/isolation** – Stripping away of a juvenile's liberty due to excessive isolation and/or excessive use of mechanical restraints.
- **Safety** – Violating the right of incarcerated youth to be protected from threats of violence and sexual assault.
- **Staffing and staff training** – Poor staffing ratios, increase in staff overtime, or lack of adequate staff training that contribute to deliberate indifference to the rights of youth with whom staff come into contact.

Source: American Bar Association. 1998. Beyond the Walls: Improving Conditions of Confinement for Youth in Custody. Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Evaluation

Evaluation is a process of assessing the impact and outcome of an action or set of actions designed to address a particular need. A solid evaluation process aids in determining the effectiveness of the action(s) in achieving the established goals/objectives prescribed to meet the need. Evaluation may take place while the action is in progress, at the conclusion of the action, or at a future time following the action. There are four levels of evaluation. Each successive level takes more time and resources but yields more useful, valuable information.

Level 1: Reaction. Typically, this level consists of administering a set of questions to trainees at the end of a training program (or at the end of each day in a longer program) or a survey of recipients who receive the services provided.

Level 2: Knowledge. This level is designed to assess whether the trainees can demonstrate that they have acquired the intended new knowledge and can perform the tasks (skills) indicated in the learning objectives.

Level 3: Behavior/Organization Change. This level answers the question(s), “Has the participant’s behavior changed as a result of the training?” and/or “Have organizational changes resulted from the planned interventions?”

Level 4: Results. This level measures the effect the training program/organizational intervention has on the agency; it answers the questions, “Has the problem been solved?” “Has the need been met?”

Each level has specific benefits and is used to obtain specific information about the success of a training or TA. All four levels are described in detail in the Supplemental Information section.

The Core Performance Standards for evaluation address the following areas:

1.0 - TRAINING EVALUATION

2.0 - TECHNICAL ASSISTANCE EVALUATION

These standards are designed to help guide how and when to conduct an evaluation, and what to look for when analyzing the results.

1.0 - TRAINING EVALUATION

Training evaluations require careful planning early in the training design process. Ideally, as course outcomes and learning objectives are written, so too is the plan for the course evaluation. There is no single, off-the-shelf evaluation that can be conducted for training programs; they must be tailored to the program itself and, in most cases, to the recipient organization. Consideration early in the process of what to measure and how to measure it – with buy-in from all key stakeholders – will enhance not only the quality of the evaluation, but also the utility of the course objectives.

Early planning also includes collecting information about whether the objectives have been achieved. For knowledge, behavior/organization change, or results evaluations, the evaluation plan should include an estimated budget for conducting the evaluation.

This Section includes:

- 1.0 Training Evaluation
 - 1.1 Evaluation Plan
 - 1.2 Evaluation Levels
- Supplemental Information
 - Evaluation Levels - Training

1.0 - TRAINING EVALUATION

1.1 - Evaluation Plan

Purpose: These standards help ensure that evaluations for training are completed and documented according to plans created during the development of training.

1.1.1 Complete evaluations for training programs regardless of the specificity of the training or the audience.

Checklist

Evaluations for training must include:

- ☐ Reaction evaluations.
- ☐ Knowledge evaluations.
- ☐ Behavior/organization change evaluations.
- ☐ Results evaluations.

1.1.2 Develop an evaluation plan, instruments, and procedures during training development that are directly linked to the stated learning objectives.

1.0 - TRAINING EVALUATION

1.2 - Evaluation Levels

Purpose: These standards specify the information that should be collected from the four levels of evaluation specified by standard 1.1.1.

1.2.1 Conduct a reaction evaluation for all training events.

Checklist

Reaction evaluations for training must document, at a minimum, the extent to which:

- ☐ Course content addressed learner needs and advertised course objectives.
- ☐ Participants gained knowledge and skills that can be applied in the trainees' organization upon return.
- ☐ Participants were satisfied with the quality of instruction.
- ☐ Participants were satisfied with the schedule, format, materials, and facilities.

Tip: The ideal reaction evaluation obtains the most amount of information for the least amount of participant effort. Evaluation forms should be easy to fill out—generally no more than one page—with items to check or circle. They should also allow the participant to provide written comments and suggestions. Reaction evaluations are to be completed before participants leave the training event. Incorporating a few minutes into the training agenda for participants to complete the evaluation helps ensure a high response rate.

1.2.2 Conduct knowledge evaluations, which measure changes in knowledge, skills, or attitudes, for training programs that are repeated on a regular basis.

Checklist

Knowledge evaluations for training must include:

- ☐ An assessment process and tool(s) that are developed and tested during the training development phase.
- ☐ Learning assessments that are directly linked to the stated learning objectives of the training program.
- ☐ Consultation with key stakeholders in the organizations receiving the training to confirm that the proposed assessment approach will satisfy their requirements for a knowledge evaluation.

Tip: A knowledge evaluation needs to be tailored to the training program it will assess. In general, a "paper-and-pencil" test is best for measuring knowledge and attitudes, and a performance test is best for measuring skills. Knowledge evaluations are generally conducted during or at the conclusion of a training program.

1.2.3 Conduct behavior/organization change or results evaluations periodically for major ongoing training programs, if adequate time and resources are available.

Checklist

Behavior/organization change evaluations for training must include:

- ☐ Clear specification of behavior and/or organization changes that are desired or expected to result from the training program, developed in consultation with key stakeholders in the organization receiving the training.
- ☐ Critical review of the content and delivery of the training to assure that the desired changes reasonably can be expected to result from the training.
- ☐ Identification of appropriate and observable (or measurable) indicators of behavior and/or organization change.
- ☐ Specification of a reasonable and appropriate timeframe in which change can be expected to occur.

Tip: *You can reasonably expect a behavior/organization change to occur between 2-6 months after training.*

Checklist

Results evaluations for training must include:

- ☐ Clear specification of the desired effects (results) of training, developed in consultation with key stakeholders in the organization receiving the training.
- ☐ Critical review of the content and delivery of the training to assure that the desired effects reasonably can be expected to result from the training.
- ☐ Careful consideration of the costs of collecting the data to the agency that received the training.

1.0 - TRAINING EVALUATION

Supplemental Information

EVALUATION LEVELS - TRAINING

Four levels of evaluation are used to measure the effectiveness of training:

1. Reaction evaluation.
2. Knowledge evaluation.
3. Behavior/organization change evaluation.
4. Results evaluation.

All of these levels of evaluation are applied to training programs regardless of the specificity of the training or the audience. An evaluation plan, instruments, and procedures are developed during the training development phase and are directly linked to the stated learning objectives.

Training evaluations require careful planning early in the training design process. Ideally, as course outcomes and learning objectives are written, so too is the plan for the course evaluation. There is no single, off-the-shelf evaluation that can be conducted for training programs; they must be tailored to the program itself and, in most cases, to the recipient organization. Consideration early in the process of what to measure and how to measure it – with buy-in from all key stakeholders – will enhance not only the quality of the evaluation, but also the utility of the course objectives. Early planning also includes collecting information about whether the objectives have been achieved. For knowledge, behavior/organization change, or results evaluations, the evaluation plan should include an estimated budget for conducting the evaluation.

Each of the four levels of evaluation is described in the table on the following page.

EVALUATION LEVELS - TRAINING (continued)

Level of Evaluation	Measures	When to Complete	Tips
1. Reaction Evaluation	▪ Learner needs and advertised objectives ▪ Learner mastery of new knowledge and skill that can be applied on the job ▪ Satisfaction with quality of instruction ▪ Satisfaction with schedule, format, materials, and facilities	▪ At conclusion of training ▪ Multiday training – feedback at the end of each day	▪ Evaluation forms should be easy to fill out – generally no more than one page – with items to check or circle ▪ Forms should also allow the participant to provide written comments and suggestions ▪ Incorporate a few minutes into the agenda for completion of evaluation
2. Knowledge Evaluation	▪ Change in knowledge, skills, or attitudes ▪ Completion of objectives	▪ During the training program ▪ At conclusion of training	▪ Develop and test knowledge assessment tools during development ▪ Consult with key stakeholders to confirm proposed assessment approach
3. Behavior / Organization Change Evaluation	▪ Changes in behavior and/or organization changes through appropriate and observable (or measurable) indicators	▪ Periodically for major ongoing training programs if time and resources are available (2-6 months after training)	▪ Requires critical review of content and delivery to ensure change is accomplished
4. Results Evaluation	▪ Accomplishment of desired effects/results	▪ Consult with key stakeholders to determine when to conduct evaluation of results	▪ Consult with key stakeholders in agency receiving training ▪ Requires critical review of content and delivery to ensure results are accomplished ▪ Carefully consider costs

2.0 - TECHNICAL ASSISTANCE EVALUATION

It is important to incorporate a plan for evaluating TA from the outset. Effective evaluation of TA depends on having clear goals and objectives, i.e., what does the agency want to achieve through this TA process? How will they know whether the TA effort has been successful? Key stakeholders need to be involved early in developing an evaluation plan.

There are a number of ways to evaluate TA. The most appropriate method depends on the type of assistance that was provided and the information you need to obtain. For example, evaluations may involve:

- Asking questions of the recipients to determine if assistance was productive, and if they are able to use the new skill or information.
- Having a consultant prepare a TA report summarizing the process, findings, outcomes, and recommendations.
- Documenting agency changes (revised policies and procedures, new programs developed and implemented).
- Measuring progress toward achieving the objectives of the TA.
- Surveying client, staff, or community regarding satisfaction with the changes resulting from the TA.

This Section includes:

- 2.0 Technical Assistance Evaluation
 - 2.1 Evaluation Plan
 - 2.2 Evaluation Levels
- Supplemental Information
 - Levels of Evaluation - Technical Assistance

2.0 - TECHNICAL ASSISTANCE EVALUATION

2.1 - Evaluation Plan

Purpose: These standards help ensure that evaluations for TA are completed and documented according to plans created when assistance is initially approved.

2.1.1 Complete evaluations for TA regardless of the specificity of the assistance or the recipients.

Checklist

Evaluations for TA must include:

- ☐ Reaction evaluations.
- ☐ Behavior/organization change evaluations.

2.1.2 Develop an evaluation plan, instruments, and procedures early in planning TA that are directly linked to the stated objectives.

2.0 - TECHNICAL ASSISTANCE EVALUATION

2.2 - Evaluation Levels and Evaluation Plan

Purpose: These standards specify the information that should be collected from the two levels of evaluation specified by standard 2.1.1.

2.2.1 Conduct a reaction evaluation for all TA events.

Checklist

Reaction evaluations for TA must document, at a minimum, the extent to which:

- ☐ The TA recipient received the assistance in a timely manner.
- ☐ The services provided met the needs of the TA recipient.
- ☐ The information or materials addressed the specific questions or issues of the TA recipient.
- ☐ Additional assistance or information is needed.

***Tips:** Good reaction evaluations usually consist of one page or a short telephone survey script that has both closed and open-ended questions. Open-ended questions posed in behavioral terms (e.g., "To what extent did the services provided meet your needs/address your problems?" yield more meaningful information than questions that simply ask, "Did you like it?" Open-ended questions allow recipients to offer their own comments and input. Reaction evaluations for TA are completed within a brief, but practical, period of time after the assistance is provided, generally within 4 weeks.*

2.2.2 Conduct a behavior/organization change evaluation for all onsite and longer-term TA events.

Checklist

Evaluating behavior/organization change as a result of TA includes:

- ☐ Clear specification of behavior and/or organization changes that are desired or expected to result from receiving TA.
- ☐ Critical review of the content and delivery of the TA to assure that the desired behavior/organization changes reasonably can be expected to result from the TA.
- ☐ Identification of appropriate and observable (or measurable) indicators of behavior and/or organization change.
- ☐ Specification of a reasonable and appropriate time frame in which change can be expected to occur (e.g., 2-6 months after receipt of the TA).
- ☐ Answers to questions like "Has participant behavior changed since receiving TA?" or "Have organizational changes resulted from the TA?"

2.2.3 Develop an evaluation plan for onsite or longer-term TA.

Checklist

An evaluation plan for onsite or longer-term TA must:

- ☐ Be linked to the objectives of the TA plan.
- ☐ Outline when and what information will be collected.
- ☐ Demonstrate whether behavioral and/or organization changes resulted from the TA.

Tips: The purpose of the evaluation plan is to help you identify from the beginning how you will measure success in the end. “Success” should be defined by the goals of the TA (what is the purpose of providing the assistance?), as specified in the TA plan, and what the TA services reasonably can be expected to achieve. The evaluation plan should specify what data will have to be collected, when (e.g., before and after offering the TA), who will collect it, and how it will be analyzed.

2.2.4 At an appropriate interval following the provision of onsite or longer-term TA, follow up with the TA recipient to determine the nature and extent of the change that occurred as a result of the TA, and whether additional assistance is needed.

2.2.5 Evaluate outcomes to assess the nature and extent of changes that occurred as a result of TA.

Checklist

When evaluating outcomes, consider the following questions:

- ☐ Did the TA reach the people for whom it was intended?
- ☐ Was the assistance provided as planned?
- ☐ Were new problems/issues revealed during the provision of TA?
- ☐ How long after providing TA can you reasonably expect change or results to have occurred?
- ☐ Was the recipient’s capacity increased by the TA?
- ☐ What is different as a result of providing the TA?
- ☐ Were the goals and objectives of the TA achieved?

2.2.6 Submit an evaluation report to OJJDP.

Checklist

The evaluation report must:

- ☐ Summarize the results of reaction evaluations.
- ☐ Describe the nature and extent of change that resulted from onsite or longer-term TA.
- ☐ Provide recommendations for addressing similar issues in the future.

2.0 - TECHNICAL ASSISTANCE EVALUATION

Supplemental Information

LEVELS OF EVALUATION - TECHNICAL ASSISTANCE

Two levels of evaluation are used to measure the effectiveness of TA:

1. Reaction evaluation.
2. Behavior/organization change evaluation.

To develop an effective evaluation tool, you should consult with key stakeholders in the recipient agency to determine what to measure and how to measure it. For onsite or longer-term TA, you will need to develop an evaluation plan. The purpose of the evaluation plan is to help you identify from the beginning how you will measure success in the end. “Success” should be defined by the goals of the TA (what is the purpose of providing the assistance?), as specified in the TA plan, and what the TA services reasonably can be expected to achieve.

The table below describes the two levels of evaluation used to measure the effectiveness of TA.

Level of Evaluation	Measures	When to Complete	Tips
1. Reaction Evaluation	▪ Assistance received in timely manner ▪ Services met the needs of the TA recipient ▪ Information or materials addressed specific questions or issues of TA recipient ▪ Need for additional assistance or information	▪ Within a brief but practical period of time after TA, generally within 4 weeks	▪ Keep evaluations short ▪ Use both closed and open-ended questions ▪ Allow recipient to offer comments and input
2. Behavior / Organization Change Evaluation	▪ Changes in behavior and/or organization changes through appropriate and observable (or measurable) indicators	▪ Within a reasonable and appropriate time frame in which change can be expected to occur (e.g., 2-6 months after receipt of TA)	▪ Requires critical review of content and delivery to ensure change is accomplished

Resources for Training and Technical Assistance

Following is a list of selected resource guides and manuals that can provide guidance on effective practices in the training and technical assistance field.

TRAINING

- American Society for Training and Development (ASTD). INFO-LINE Series. Alexandria, VA: ASTD.
- ASTD publishes a series of booklets on a variety of topics central to training design and delivery. The booklets are inexpensive and offer concise “how-to” information. Some sample titles include:
 - ***Basics of Instructional Systems Development***—This issue provides an introduction to instructional systems development and covers the use of objectives and evaluation tasks in curriculum design.
 - ***Conducting a Mini Needs Assessment***—The author describes a process for identifying problems and solutions in a condensed period of time.
 - ***Course Design and Development***—This booklet covers key components of instructional systems design.
 - ***Lesson Design and Development***—This guide focuses on the details of developing a lesson plan within the context of course design.
- Bartram, S., and Gibson, B. 1995. Training Needs Analysis Toolkit. Amherst, MA: Human Resource Development Press. The manual links organizational success to designing quality training programs that will yield well-trained people. The issues discussed include analyzing training needs, selecting training strategies, and developing training plans to meet identified needs. Handouts and exercises are included.
- Brown, G., and Wedel, K. 1974. Assessing Training Needs. Washington, DC: National Training and Development Service Press. Although several years old, this book is an excellent resource to use to conduct assessments of training needs.
- Goldstein, I.L. 1993. Training in Organizations: Needs Assessment, Development, and Evaluation. Pacific Grove, CA: Brooks/Cole Publishing Company. This book provides a framework for establishing new, viable training programs in education, business, and government environments. Part 1 emphasizes the needs assessment and learning processes that are the foundation of training programs. Part 2 focuses on the evaluation process, and part 3 describes training approaches.
- Gupta, K. 1998. A Practical Guide to Needs Assessment. San Francisco, CA: Jossey-Bass Publishers. This guide provides clear and easy-to-follow steps for a methodical approach to needs assessments, including training needs assessments.
- Knowles, M., Elwood, H., Swanson, R., and Holton, E. 1998. The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development. Houston, TX: Gulf Publishing. The text opens with exploration of theories of learning and then advances Malcolm Knowles’ concept of adult learning theory (i.e., andragogy). The authors describe how to put andragogy into practice not only to engage the adult in the learning process, but also to rethink the role of the trainer from that of teacher to a facilitator of learning.

- Leslie, C., and Clarke-Epstein, C. 1998. *The Instant Trainer: Quick Tips on How to Teach Others What You Know*. New York, NY: McGraw-Hill. This book is written by two experienced trainers who attempt to demystify the training process for subject matter experts who are tasked to train others. Written in a question-and-answer format, the authors provide very practical advice on how to plan and implement a successful training session.
- Mager, R. 1984. *The New Mager Six-Pack*. Belmont, CA: Lake Publishing Company. The Six Pack includes six volumes, each targeting a major step in the training design or delivery process. Mager is considered one of the grandfathers of instructional design. His books are well written and provide in-depth discussions and examples of how to design, develop, and implement instruction. The volumes are entitled:
 - **Analyzing Performance Problems**—This book describes the problems related to performance and offers a quick-reference checklist to find workable solutions.
 - **Developing Attitude Toward Learning**—Mager addresses the principles one can apply to positively influence students' attitudes and promote effective learning.
 - **Goal Analysis**—This volume includes the goal-achieving techniques of performance analysis, critical incident analysis, task analysis, target population description, and goals analysis.
 - **Making Instruction Work**—This book addresses creating objectives for instruction, designing instructional practices that promote motivation, and adjusting instruction to each learner's needs.
 - **Measuring Instructional Results**—This guide helps develop test items that yield measurable outcomes.
 - **Preparing Instructional Objectives**—Mager identifies the characteristics of a wellstated instructional objective and provides a guide to design your own.
- Merriam, S., and Caffarella, R. 1998. *Learning in Adulthood: A Comprehensive Guide*. San Francisco: Jossey-Bass Publishers. The authors provide an overview of adult learning and examine the context in which adult learning takes place.
- Milano, M., and Ullius, D. 1998. *Designing Powerful Training: The Sequential-Iterative Model*. San Francisco, CA: Jossey-Bass, Pfeiffer. This book presents a structured approach for designing training programs for adult learners. This training model includes a “feedback loop” so that the designer is able to continually refine the training based on experience. The book stresses the importance of designing programs that support the organization's mission and how to most effectively work with others in the design of training.
- Mitchell, G. 1998. *The Trainer's Handbook: The AMA Guide to Effective Training*. New York, NY: AMACOM. The author envisions that this comprehensive handbook would serve as a desktop reference for both novice and experienced trainers. Topics include the basics of adult learning theory, the function of the trainer, planning and preparing for training, the evolution of training technology, computer-based training, visual and electronic aids, and training program management.
- National Institute of Corrections. 1992. *Designing Training for the National Institute of Corrections Academy: Instructional Theory into Practice*. U.S. Department of Justice. This document provides guidance for training developers under the National Institute of Corrections Academy to stipulate goals and objectives, use task analysis, develop a lesson plan format, prepare a facilitator's guide and a participant manual, deliver training, and evaluate training.
- Nilson, C. 1997. *How to Manage Training: A Guide to Design and Delivery for High Performance*. New York: AMACOM. This guide describes a variety of tools and checklists to assist in conducting needs assessments, designing and writing training programs, and managing and administering the delivery of training.

- Silberman, M. 1998. *Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips*. San Francisco, CA: Jossey-Bass, Pfeiffer. This is a practical, “user-friendly” handbook that details how to design a training program based on experiential learning. The handbook provides techniques, designs, and case examples to assess training needs, establish training objectives, design and conduct active training approaches, and encourage back-on-the job application.
- Wlodkowski, R. 1998. *Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults*. San Francisco, CA: Jossey-Bass Publishers. This guide discusses the learning process and examines the motivational factors that promote acquisition, retention, and application.
- Zemke, R., and Zemke, J. 1995. Adult learning: What do we know for sure? *Training* (June): 31–40. The authors provide a concise analysis of the literature on adult learning theories and practical applications, with discussion of how to motivate adults to learn, how to maximize adult learning through curriculum design, how to facilitate learning in the classroom, and what is known about self-directed learning.

TECHNICAL ASSISTANCE

- Bolman, L., and Deal, T. 1997. *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco, CA: Jossey-Bass Inc. This resource provides a practical approach to analyzing and reframing organizations and thinking about organizational challenges.
- Cummings, T., and Worley, C. 1997. *Organization Development and Change*. Cincinnati, OH: South-Western Publishing. This book provides an overview of organization development and addresses issues related to diagnosing strategies, managing change, and conducting strategic interventions.
- Kolb, D., Osland, J., and Rubin, I. 1995. *Organizational Behavior: An Experiential Approach*. Englewood Cliffs, NJ: Prentice Hall, Inc. This workbook places a primary emphasis on “learning from experience.” It explores organizational behavior topics including leadership, empowerment and coaching, learning organizations, communication styles, and self-managed work teams.
- Zemke, R. 1999. Maybe problem-solving is the problem. Don’t fix that company. *Training* (June):37–33. This article discusses the key principles of the “appreciative inquiry” approach that was first introduced by David Cooperrider. This approach focuses on what works in an organization rather than what does not work.

EVALUATION OF TRAINING AND TECHNICAL ASSISTANCE

- American Society for Training and Development (ASTD). INFO-LINE Series. Alexandria, VA: ASTD. ASTD publishes a series of booklets related to evaluation. Some sample titles include:
 - ***Essentials for Evaluation***—This resource addresses the basics needed to evaluate training programs. Issues discussed are participant reaction surveys, on-the-job behavior evaluations, organizational results, and testing methods.
 - ***How to Focus on Evaluation***—This booklet focuses on six questions that lead to clear training program evaluations.
 - ***Level 1 Evaluation: Reaction and Planned Action***—This guide discusses the collection of reaction data and meaningful ways to improve the training and development cycle. The guide emphasizes the use of technology to relay information and includes tools, templates, and job aids.
 - ***Level 2 Evaluation: Learning***—This issue describes measuring actual learning from your training and development programs. Methods range from formal to informal testing and simulation to team- and self-assessment. These helpful techniques can be used to design simple yet reliable tests that measure changes in knowledge, skills, and abilities.
 - ***Level 3 Evaluation: Application***—This booklet presents a number of methods for collecting data and a guide for selecting the best approach to verifying that training has been transferred to the job.

- Fisk, C. 1991. *ASTD Trainer's Toolkit: Evaluation Instruments*. Alexandria, VA: ASTD. This toolkit presents several sample evaluation instruments. Created for practitioners by practitioners, the toolkit also provides training and development articles. Kirkpatrick, D. 1998. *Evaluating Training Programs*. San Francisco, CA: Berrett-Koehler Publishers, Inc. This practical "how-to" book is considered among the best guides to evaluating training programs. The author includes guidelines for each step of the process and provides detailed case studies.
- Phillips, J. 1997. *Handbook of Training Evaluation and Measurement Methods*. Houston, TX: Gulf Publishing Company. This revised handbook presents a results-based approach to measuring training initiatives. In addition, the author makes reference to data-collection tools and examines case studies.

SELECTED WEB SITES WITH EVALUATION INFORMATION

American Evaluation Association www.eval.org

Bureau of Justice Assistance (BJA) Evaluation Web site www.bja.evaluationwebsite.org

The Evaluation Center, Western Michigan University www.wmich.edu/evalctr

Juvenile Justice Clearinghouse ojjdp.ncjrs.org

InnoNet's Evaluation Plan Workstation www.innonet.org/workstation/evaluationplan.cfm

Learning Technology Dissemination Initiative www.icbl.hw.ac.uk/ltidi/cookbook/

National Youth Development Information Center www.nydic.org/evaluation.html

Nickols (Evaluating training article) home.att.net/~nickols/evaluate.htm

W.K. Kellogg Foundation www.wkkf.org/documents/wkkf/evaluationhandbook/default.asp