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nttac
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Core Performance Standards: Promising Practices for the Design, Delivery, and Evaluation of Training and Technical Assistance

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OJJDP

Table of Contents

I. Introduction

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 these professionals in their efforts, OJJDP developed a network of training and technical assistance (TTA) providers. The Core Performance Standards were created to promote the consistency and quality of OJJDP-sponsored TTA activities among providers, and to advance common expectations of performance excellence.

Development of Core Performance Standards for the Delivery of Training and Technical Assistance (TTA)

The original Core Performance Standards were outlined in two 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. In 2012, these documents were updated and combined.

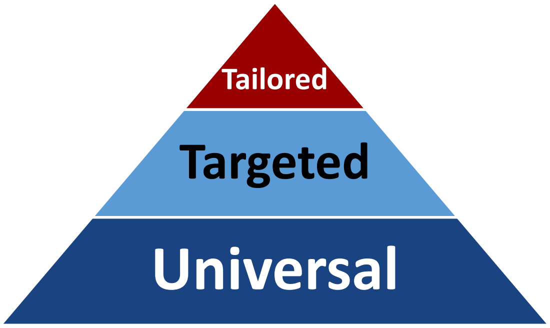
The Core Performance Standards present minimum expectations to be met for effective design, delivery, and evaluation of training and technical assistance.

Update of the Core Performance Standards for 2018

This update of the Core Performance Standards takes the efforts and information from previous versions and streamlines promising practices in TTA delivery based on the latest research and promising practices in the field. It also includes examples of evidence-informed practices that TTA providers may find useful in the design, delivery, and evaluation of TTA. It is expected that this updated guide will serve as a valuable and practical resource for TTA providers to use in planning and implementing their TTA activities and, ultimately, provide high-quality TTA resources that address the needs of juvenile justice practitioners and support state and local efforts to build capacity.

II. Definition of Training and Technical Assistance

OJJDP defines ***training*** as 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. ***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. Training and technical assistance (TTA) is a broad term that encompasses both prior definitions. In 2015, OJJDP developed a framework to guide assessment activities across all TTA providers. This framework classifies TTA activities in three broad categories: **universal**, **targeted**, and **tailored**.



Universal TTA

Universal TTA involves activities or services that are aimed at the general public, such as brokering of services and dissemination of information. Universal TTA is delivered or accessed at low- or no-cost, highly accessible, and delivered using rapid-response methods. Delivery or access may include any single strategy or a combination of methods to provide opportunities for self-guided professional development and knowledge sharing or transfer. Typically, with Universal TTA activities there is no sustained live interaction between the TTA recipient and the provider. If contact occurs, it is brief and designed to provide the recipient with information regarding how to access available resources. Universal TTA involves only the brokering of services and dissemination of information.

Examples of Universal TTA include:

- ✓ Publications.
- ✓ Documentation.
- ✓ Newsletters.
- ✓ Resource dissemination.
- ✓ Announcements and listserv communications to the field.
- ✓ Responding to information request.

Targeted TTA

Targeted TTA is designed for and delivered to a group of recipients with similar needs. The goal is often to inspire ideas for innovation or change in the home jurisdiction. Targeted TTA can be either short-term and low- to medium-intensity, or long-term and medium- to high-intensity. The level of intensity should be based on the needs of the audience and determined during a needs assessment.

Targeted TTA should be accessible to recipients and oriented around clear objectives. Targeting more than one type of organization can result in a complex system with many moving parts (Baumgartner, Cohen, & Meckstroth, 2018). Therefore, it is recommended that TTA providers develop specific objectives to provide the most customized assistance to meet the needs of the intended participants.

Examples of Targeted TTA include:

- ✓ Group trainings (e.g., onsite, virtual).
- ✓ Peer-to-peer.
- ✓ Access to subject matter expert coaching.
- ✓ Regional/topical conferences (e.g., exhibiting, presentations, hosting/planning).

- ✓ Social networks/communities of practice (includes online discussion boards).
- ✓ Training of trainers.
- ✓ Meeting facilitation.
- ✓ Plan/Program development.
- ✓ Evaluation support.
- ✓ Research support.

Tailored TTA

Tailored TTA is a level of TTA engagement and intensity that refers to TTA designed and customized to address an organization's specific, individualized needs. Tailored TTA can be either short- or long-term depending on the needs of the organization. Long-term Tailored TTA generally requires a detailed work plan that include measurable objectives and a timeline or schedule to ensure TTA is specific to the audience and meets the needs of the agency or organization.

Examples of Tailored TTA include:

- ✓ Assessment.
- ✓ Strategic planning.
- ✓ Coaching.
- ✓ Multisession training.
- ✓ Consultation.
- ✓ Evaluation support.
- ✓ Plan/Program development
- ✓ Meeting facilitation.

III. Issues, Challenges, and Strategies in Providing TTA

Current research suggests there are some consistent challenges that occur during the design, delivery, and assessment of TTA. The following section will outline these challenges to provide an understanding of why the Core Performance Standards were developed and the need for revisiting and updating on a regular basis.

Challenges in TTA Design

One of the most commonly reported challenges in the TTA design phase is managing timelines (Baumgartner, Cohen, and Meckstroth, 2018). Challenges in managing TTA timelines include (1) appropriateness of planned content for long-term TTA requests, and (2) responsiveness to TTA requests. For long-term TTA requests, it can often take a significant amount of time to build capacity and implement new policies and procedures at organizations. In these cases, it can be difficult to predict the timeliness of content. Furthermore, Baumgartner, Cohen, and Meckstroth (2018) found that TTA recipient engagement and satisfaction can be dependent on the responsiveness of the TTA provider to the request. It can be difficult for TTA providers to always respond to urgent requests or to achieve long-term goals on a short-term timeline.

Challenges in TTA Delivery

Recent research from Baumgartner, Cohen, and Meckstroth (2018) identified maintaining engagement as a challenge in delivering TTA. Challenges in TTA engagement include: (1) maintaining short-term engagement of TTA recipients in the training, and (2) maintaining long-term engagement from TTA recipients in continuing to request further support, if needed. Adult learning theory dictates that if the content presented is not practical and applicable, learners can easily lose interest; contributing to a loss of short-term engagement from TTA recipients (Northwest Center for Public Health Practice, 2012). External factors, such as shifts in priorities and staff turnover, also have implications on the long-term engagement of TTA recipients. It is therefore critical for providers to offer support that will engage recipients and apply to their most urgent programmatic needs.

Challenges in TTA Evaluation

The Kirkpatrick Model of Training Evaluation (Kirkpatrick, 1998) provides a conceptual framework for assessing and measuring TTA effectiveness at four levels: reaction, learning, behavior, and results. The Kirkpatrick Model has made numerous contributions to the overall practice of evaluation of the effectiveness of TTA. However, research (Bates, 2004) also has identified several limitations to the model, including:

- ✓ **Important role of contextual factors.** Research has identified individual and organizational factors that can influence TTA effectiveness, such as the learning culture of the organization (Tracy, Tannenbaum, & Kavanaugh, 1995). Components of the TTA, such as the adequacy of materials or the use of technology, also have been shown to affect the TTA process and outcomes (Bates, 2004). The original Kirkpatrick Model does not account for these contextual influences when evaluating the effectiveness of the TTA engagement.
- ✓ **Assumption of causal linkages.** As Bates (2004) noted, the Kirkpatrick Model presumes that positive reactions to TTA are prerequisites for learning and change to occur, ultimately leading to positive organizational results. Studies of Kirkpatrick's conceptual framework have found little significant correlations among the four levels of the model (Reio et al., 2017).
- ✓ **Incremental importance of information.** Alliger & Janak (1989) assert that the Kirkpatrick Model assumes the four levels of the model are positively intercorrelated. However, this would assume that by merely assessing if TTA recipients had positive reactions (Level One), then the TTA was effective. Kirkpatrick emphasized that a positive reaction cannot guarantee that learning or change has occurred; thus, it is important for TTA evaluators to assess both reaction (Level One) and learning (Level Two) (Reio et al., 2017).

IV. Core Performance Standards

Based on the current research base, and an understanding of the key issues and challenges in providing TTA, OJJDP has identified four core standards for TTA providers in the field to follow that set minimum expectations to be met when planning, delivering, and evaluating TTA. Resources and tools related to each standard are provided as an appendix.

Core Performance Standard #1: *Follow an Implementation Framework, Informed by Evidence.*

Overview of Research

The primary purpose of incorporating implementation frameworks is to help TTA providers systemically deliver assistance with clear objectives (Ghate, 2016; Nilsen, 2015). A comprehensive theoretical implementation framework can be used for designing and implementing effective interventions to bring about systems change, while at the same time visually illustrating the process of that change. There are three overarching goals of an implementation framework: (1) describing/guiding the process of translating research into practice, (2) understanding and explaining what influences implementation outcomes, and (3) evaluating implementation (Wandersman, Chien, & Katz, 2012).

Frameworks can vary in terms of specificity. They can be developed for large-scale implementation plans or for smaller, more tailored projects and specific users. Evidence-informed frameworks are based on program models that have been shown, through rigorous evaluation and replication, to be effective at preventing or reducing juvenile delinquency or related risk factors (e.g., Blueprints for Violence Prevention, OJJDP's Model Programs Guide).

According to recent research, there are four key components of implementation frameworks: process, relationships, activities to support implementation, and capacity (Albers, Mildon, Lyon, & Shlonsky, 2017; Metz & Bartley, 2012). **Process** refers to the need for an implementation framework to include stages; typically, there are between two to four stages (Albers, et al., 2017). **Relationships** refers to engaging a diverse group of stakeholders, to include frontline level, organizational level, community level, and policy level (Roll, Moulton, & Sandfort, 2017; Albers, Mildon, Lyon, & Shlonsky, 2017). **Activities to support implementation** refers to identifying factors associated with implementation, as well as external factors that could impact implementation in order to distinguish how much implementation activities alone effect outcomes. **Capacity** refers to enhancing the ability of an organization or individual to implement, support, and facilitate the set-forth framework through change agents or support teams (Wandersman, Chien, & Katz, 2012).

The role of OJJDP's TTA Provider Network is to support and build the capacity of professionals and organizations in the juvenile justice field through TTA. Organizations may or may not be currently using frameworks to guide their programs. In order to help these professionals provide consistent and evidence-informed practices, OJJDP's first Core Performance Standard for TTA providers is to follow an implementation framework, informed by evidence.

Recently, OJJDP reviewed nine implementation frameworks and identified four promising practices across frameworks that a TTA provider can encourage programs to implement:

1. **Utilize evidence-based decisionmaking:** Create logic models to inform program planning and outcomes, and use evidence-based tools and research to inform program activities.
2. **Engage stakeholders:** Create collaborative partnerships that include a wide variety of partners; leverage subject matter expertise, include client or survivor voice; and bridge gaps in knowledge for different stakeholders.
3. **Allow for universal applicability:** Gather lessons learned throughout the course of the program that could be applied to different stakeholders or communities.
4. **Plan for sustainability of activities:** Consider program sustainability and account for external factors that could influence sustainability, such as staff turnover.

Practical Application

When providing TTA to an individual or organization that is implementing a new or existing program, current research supports the use of a guiding framework. **Exhibit 1** provides an overview of implementation frameworks that have been utilized in the child, youth, and family services field.

Exhibit 1: Overview of Implementation Frameworks in the Child, Youth, and Family Services Field

Implementation Framework	Overview
Active Implementation Frameworks (AIF)	**Used for Existing Programs To Measure Reliability and Fidelity:** The AIF is used on programs that are currently in existence to measure the fidelity and reliability of the program. This framework assesses outcomes and focuses on finding solutions to existing challenges in implementation to help increase the success of the program.
Community Development Team (CDT)	**Focuses on Bringing Together Stakeholders To Engage in Collaborative Problem Solving:** The CDT framework focuses on implementing evidence-based and sustainable programs. The framework creates clear goals for each phase of implementation and works to achieve short-term and long-term outcomes.
Consolidated Framework for Implementation Research (CFIR)	**Primarily Used by Researchers:** The CFIR is primarily utilized by researchers and is a high-engagement program. This framework often includes implementation leaders and change agents, and aims to narrow the number of external factors that could impact implementation to test the efficacy of the implemented program.
Exploration Preparation Implementation and Sustainability (EPIS)	**Primarily Used by Policy Stakeholders:** The EPIS framework has four primary phases and is primarily used by policy level stakeholders. When using the EPIS framework, an Interagency Collaborative Team (ICT) is often formed, consisting of a core team that plans the work and other teams that implement the work through training at their organizations.

Implementation Framework	Overview
Getting to Outcomes (GTO)	**Leverages Subject Matter Expertise To Build Capacity:** The GTO framework is a 10-step process that focuses on the use of evaluation and research-based practices to inform work. In this framework, an external coach is included to provide guidance and expertise to the implementation team. This framework encourages the use of open and flexible communication among team members and partners.
Integrated Systems Framework (ISF)	**Highly Collaborative and Integrated Approach to Implementation:** The ISF uses support systems to help build capacity of organizations during implementation. This framework focuses on helping teams collaborate and using support systems to generally provide guidance and expertise to the implementation team.
National Implementation Research Network (NIRN) Stages of Implementation	**Focuses on Developing Sustainable Programs:** The NIRN Stages of Implementation framework emphasize the need to develop goals that should be achieved using implementation teams. These teams aim to help create an effective and sustainable program through focusing on building capacity in their implementation approach.
Practical, Robust Implementation and Sustainability Model (PRISM)	**Focuses on Incorporating Client Voice:** The PRISM framework highly integrates client (end-user) information and experiences. These perspectives inform implementation plans and progress.
The Continuity Organizational and Community Intervention Model (ARC)	**Focuses on Bridging Gaps in Knowledge Between Stakeholders:** The ARC Intervention Model framework gathers perspectives from individuals, organizations, and community, and focuses on bridging the gaps in knowledge and implementation among the groups. This framework also deploys change agents to help inform and develop the program.

Below are questions to consider, examples, and resources for selecting the appropriate framework and providing helpful guidance to programs through TTA.

Step 1: Assist the TTA recipient in selecting an implementation framework for their program.

- ✓ **Think about process** – what stage is the program in the implementation process, and how many stages would make sense?
- ✓ **Think about relationships** – which stakeholders are already engaged? Which stakeholders still need to be engaged?
- ✓ **Think about activities to support implementation** – what external factors may impact the implementation of the program to which you are providing TTA?

- ✓ **Think about capacity** – what are current gaps in knowledge, skills, or expertise that could be supported by future TTA?

Step 2: Assist the TTA recipient in creating a logic model for their program to inform planning and outcomes.

Additional tools related to developing and using logic models for program implementation are provided below.

- OJJDP Logic Models: https://www.ojjdp.gov/grantees/pm/logic_models.html
- Child Welfare Information Gateway Logic Model Builder: https://www.childwelfare.gov/topics/management/effectiveness/logic-model/
- Office for Victims of Crime Training and Technical Assistance Center Logic Models: https://ovc.ncjrs.gov/sartkit/develop/plan-goals-d.html

Step 3: Assist the TTA recipient's program in engaging communities.

Strategies and tools for identifying and engaging stakeholders and community partners are included below.

- ✓ OJJDP Building Effective Community Partnerships: https://www.ojjdp.gov/resources/files/toolkit1final.pdf
- ✓ DOJ Facilitated and Community Collaboration Programs: https://www.justice.gov/crs/our-work/collaboration-programs
- ✓ HHS National Human Trafficking Training and Technical Assistance Center Toolkit for Building Survivor-Informed Organization: https://www.acf.hhs.gov/otip/resource/nhttacorgtoolkit

Step 4: Collect lessons learned for the TTA recipient's program throughout the provision of TTA.

- ✓ **Consider what happened** – what was the challenge? Was it resolved?
- ✓ **Consider when it happened** – did the challenge occur because of something specific to timing in the program (e.g., lack of appropriate resources, lack of organization support)?
- ✓ **Consider why it happened** – what external factors were not accounted for that led to this challenge?
- ✓ **Consider the impact** – when the challenge occurred, what was the impact on the program?
- ✓ **Consider reframing the challenge** – if another community was doing similar work or programs, what advice would you share with them based on this challenge? What lessons did you learn?

Tip: Remember that no program is perfect; all programs have lessons learned to share. Frame the conversation about lessons learned around helping other communities doing similar work.

Step 5: Assist the TTA recipient's program in strategically approaching activities to enhance the likelihood of sustainability.

Resources for supporting sustainability are included below.

- Department of Housing and Urban Development Program Sustainability Guide: https://www.hud.gov/sites/documents/HHPGM_FINAL_CH7.PDF
- HHS Family and Youth Services Bureau Built to Last: Planning Programmatic Sustainability: https://www.hhs.gov/ash/oah/sites/default/files/sustainability-508.pdf
- OJJDP Model Programs I-Guides: https://www.ojjdp.gov/mpg-iguides/topics/diversion-programs/EnsureSustainability.html

Core Performance Standard #2:
Utilize a Phased TTA Process that Promotes the Use of Evidence-Informed Practices.

Overview of Research

Implementation frameworks can include a variety of components, depending on the scope of work and organizational environment; however, despite differences across jurisdictions, interventions, and strategies, best practices in the fields of training development, capacity building, and implementation science identify four core phases for designing and delivering TTA. Before TTA is delivered, the process includes: (1) **Intake and Needs Assessment** and (2) **Planning and Design**. Actual implementation of the TTA occurs during the phase of: (3) **TTA Delivery and Coordination**. To wrap up the process: (4) **Evaluation and Continuous Quality Improvement** are integral to ensuring effective services to the client and refinement of the process.

Practical Application

Each step in the TTA process is outlined below and includes specific strategies for TTA providers to follow along each stage of the cycle.

Step 1: Intake and Needs Assessment

A needs assessment conducted prior to the design and delivery of TTA enables providers to look carefully at the issues faced by the target population who have requested TTA support.

- ✓ **Identify and engage key stakeholders:** The success of the TTA engagement depends on ensuring key stakeholders and TTA recipients are identified and engaged throughout the planning process to define roles and responsibilities and ensure that TTA protocols, activities, content, and delivery meet the needs of the target population.
- ✓ **Conduct a thorough needs assessment:** Needs assessments can be conducted through surveys, individual interviews, focus groups, or other methods, such as document or policy reviews. Ensure multiple perspectives are accounted for when assessing needs by collecting data from more than two sources. The results of the needs assessment help to determine the most appropriate response to the expressed need, including the type of TTA provider needed, focus areas/content, TTA modality, and frequency.

Step 2: Planning and Design

Developing and delivering TTA will ultimately be guided by the assessment of the TA needs and understanding of current capacity, while considering the target population's preferences for TTA delivery.

- ✓ **Develop TTA strategies that align with needs:** Based on the results of the needs assessment, TTA providers should determine the appropriate level (basic vs. intensive), method (reactive vs. proactive), modality (in-person vs. virtual), and approach (e.g., knowledge transfer, skill building, implementation, or system change) for providing TA. TTA also should be tailored to meet specific contextual factors, including the unique goals and scope of the project; the available funding and resources, duration, timing, and key benchmarks; local and national policies; and the needs of key stakeholders and TTA recipients.

- ✓ **Identify clear and measurable goals and objectives for the TTA recipient and organization:** TTA providers should work directly with recipients to mutually define, articulate, and benchmark goals to provide clarity of direction and ensure that the focus of efforts is aligned with organizational needs, resources, and capacity. In addition to the overall TTA engagement, specific objectives for the TTA recipient and organization should be established for each TTA activity.

- ✓ **Develop a comprehensive TTA plan:** The TTA plan ensures that all involved with the TTA engagement have the same expectations. A strong TTA plan also provides information on the background for the request and identifies the project team, objectives, timeline, estimated level of effort (or budget), action plan (with identified owners), and a plan for evaluating the effectiveness of the TTA.

Tip: A TTA plan should serve as a general guide and allow for changes to account for shifting priorities, timelines, or needs.

Step 3: TTA Delivery and Coordination

Actual implementation of TTA occurs during the TA Delivery and Coordination. As discussed in Section II, TTA activities generally fall into three categories: (1) universal, (2) targeted, and (3) tailored.

- ✓ **Support the implementation of evidence-informed practices:** OJJDP provides TTA resources that aim to expand the use of evidence-informed juvenile justice and youth prevention, intervention, and reentry programs. OJJDP's Model Programs Guide contains information about evidence-based programs and is a resource for practitioners and communities about what works, what is promising, and what does not work in juvenile justice, delinquency prevention, and child protection and safety.

- ✓ **Follow key principles for effective TTA delivery:** While each TTA engagement varies in duration, topic, form, and structure, all TTA activities are shaped using the following principles:

1. *Collaborative.* Work jointly with the organization's staff to identify underlying needs and long-term goals of the capacity building engagement.
2. *Systematic.* Use a systematic approach when providing TTA.
3. *Targeted.* Determine what areas of the organization have the greatest need and where TA will have the greatest impact. Target efforts at those areas.
4. *Adaptive*. Remain adaptive throughout the engagement. Be flexible according to the needs of the jurisdiction or organization.
5. *Customized*. Respond to the unique needs of each jurisdiction or organization by designing and delivering tailored TTA engagements.
6. *Asset-based*. Build on strengths over developing brand new competencies. Every jurisdiction or organization has its own unique pool of resources and relationships from which it can draw, and TTA should help the organization identify, engage, and leverage existing assets.
7. *Accountable*. Create a mutual agreement such as a memorandum of understanding, and draft a work plan that outlines specific actions and responsibilities.
8. *Results-driven*. Identify measures that indicate improvements in management practices or organizational performance and track those measures to demonstrate measurable results.

✓ **Document the TTA delivery:** OJJDP requires providers to prepare reports for all onsite or long-term TA events. Summaries of less intensive TTA engagements also should be prepared to provide a helpful record if further assistance is requested. The TTA report should document the need(s) for TTA, the nature of the TTA and why that approach was selected, initial assessments of the effectiveness of the TTA, extent to which the TTA addressed the stated need, and any follow-up required or areas where further assistance may be helpful.

Step 4: Evaluation and Continuous Quality Improvement

Evaluation of TTA is integral to understanding its impact while also informing needs sensing and continuous improvement efforts for future TTA. Evaluation activities should be streamlined, to ensure minimal burden for TTA recipients, with clear and timely reporting to provide transparency about TTA quality and usefulness. Additional information related to TTA evaluation and continuous quality improvement is addressed under Core Performance Standard #4.

✓ **Develop an evaluation plan early in the process that is tailored to the TTA engagement:** An evaluation plan generally includes discussions of the following topics: evaluation questions, research design (e.g., how counterfactuals will be established to assess TA effects), target populations and samples, measurement, data collection, data analysis, reporting, and dissemination. The purpose of the evaluation plan is to help identify from the beginning how to measure success. "Success" should be defined by the goals of the TTA (what is the purpose of providing the assistance?), as specified in the TTA plan, and what the TTA services reasonably can be expected to achieve. The evaluation plan should specify what data will have to be collected, by when (e.g., before and after offering the TA), who will collect it, and how it will be analyzed.

- ✓ **Assess the impact and outcome of the TTA provided:** Evaluation may take place while TTA is in progress, at the conclusion of the engagement, or at a future time to assess whether a change resulted from the services provided. The Kirkpatrick Model of Training Evaluation (Kirkpatrick, 1998) recognizes four levels of evaluating TTA that are based upon the intended outcomes: (1) reaction, (2) learning, (3) behavior, and (4) results. Reaction evaluations are completed shortly after the delivery of TTA, immediately following the training or within one to four weeks. Reaction evaluations assess the extent to which the services provided met the needs of the recipient, whether services were received in a timely manner, and if additional assistance or information is needed. Behavior evaluations occur after some time has passed following the assistance provided and offer a critical review of the content and delivery of the TTA services to assess if the intended behavior and/or organizational changes were achieved as a result of receiving the TTA.

Core Performance Standard #3:
Design TTA Activities That Respond to the Unique Needs of Adult Learners.

Overview of Research

OJJDP requires that TTA providers utilize TTA strategies that meet the needs of various learning styles by incorporating the principles of adult learning theory. Adult learning theory has been used as a foundation for training and education since it was first developed in the 1970s (National Resource Center, 2010). Adult learning differs from other type of learning because the emphasis is on the immediate applicability of skills learned and relevance of knowledge gained (Northwest Center for Public Health Practice, 2012). The immediate applicability of concepts is what makes adult learning theory an ideal model for TTA providers to use, because the organizations they are training can engage and apply the material live during implementation. Adult learning theory outlines different learning methods which can help with the absorption and applicability of knowledge. The delivery of TTA and the method used must also be considered. The methods can be informed by both the audience and the theoretical approach that fits the method being used. TTA providers need to also consider the cultural aspects of the audience as well as any special needs of the adult learners.

Learning includes the acquisition of three domains:

- Affective (attitudes)
- Behavioral (skills)
- Cognitive (knowledge)

Adults learn content that is:

- **Practical** – learners focus on the aspects of learning that are most useful to them
- **Relevant** – information that is relevant to participants is most likely to be retained; learners see a reason for learning the information
- **Goal-oriented** – adults participate in learning in support of a particular goal
- **Applicable** – learning is applicable to their work or other responsibilities and participants understand this relationship

Recent research on adult learning theory suggests that there are four key principles to engaging adult learners: (1) involving prior knowledge and expertise of those receiving TTA, (2) developing a safe learning environment, (3) treating participants as individuals, and

(4) keeping participants engaged through activities and discussions (National Resource Center, 2010; University of Kansas, 2018). OJJDP providers utilize a variety of delivery methods in administering TTA. During the TTA design phase, it is important to consider the method of delivery most appropriate for the audience and occasion. Each method of delivery is most effective under different circumstances. There are five primary modes in which TTA can be delivered: (1) in-person, (2) e-learning, (3) problem-based learning, (4) blended learning, and (5) non-formal learning (Northwest Center for Public Health Practice, 2012).

In-person TTA is intensive TTA delivered on-site. **E-Learning** is TTA delivered through electronic mediums, such as webinars of conference calls. **Problem-based learning** is TTA that is collaborative and focused on solving a problem. **Blended learning** is TTA that includes a blend of in-person and virtual TTA. **Non-formal learning** is TTA that develops specific skillsets in a structured format.

Adult learning theory also emphasizes the importance of having material that is tailored to the needs and interests of the recipients. When designing TTA activities, there are two important considerations for customizing TTA content.

The first consideration is ensuring the TTA is culturally appropriate. It is important to account for the cultural aspects of the TTA recipients. Cultural factors such as race, ethnicity, language, geographic location, lifestyle, age, education level, occupation, socioeconomic status, and religious affiliation can inform the materials included, delivery methods used, and the impact on the learner. Effective TTA should always keep diversity in mind when designing activities, handouts, case studies, and other materials to ensure cultural appropriateness.

The second consideration is ensuring the TTA meets special learning needs. It is important to account for the needs of all learners when designing TTA to ensure that the content and materials are accessible to those with special needs.

Section 508 of the Rehabilitation Act of 1973 requires that when federal agencies develop, procure, maintain, or use electronic and information technology, they ensure that federal employees and members of the public with disabilities have access to and use of information and data. This access should be comparable to that of employees and members of the public without disabilities. This means that all materials and trainings that are produced through federal dollars must meet the guidelines outlined in Section 508.

TTA providers need to be aware of their responsibilities to comply with Section 508 of the Rehabilitation Act. In short, Section 508 impacts development of all materials procured by OJJDP and posted online. For questions and resources regarding Section 508 compliance, contact the OJJDP TTA Help Desk at ojjdptta@usdoj.gov.

Part of the needs assessment should include assessing if the intended audience has any special needs. These needs may include language barriers or impairments that may impede learning. These needs should be identified and discussed in the planning stages.

Practical Application

When providing TTA to an individual or organization that is implementing a new or existing program, current research supports the use of adult learning theory. Below are examples and tips for designing TTA based in adult learning theory, choosing the appropriate method of TTA delivery, and accommodating special learning needs for TTA recipients.

Step 1: Design TTA that is based in promising practices of Adult Learning Theory.

- ✓ **Involve prior knowledge and expertise of those receiving TTA:** TTA providers can learn about participants' prior knowledge through several methods, including polling participants at the start of a training, creating a "Know-Want-Learn" grid on a flip chart, or conducting a needs assessment prior to the training (National Resource Center, 2010).
- ✓ **Develop a safe learning environment:** TTA providers can ensure a safe learning environment by establishing norms for the training (e.g., not talking over one another), avoiding singling out individuals, and setting achievable goals and objectives (National Resource Center, 2010).
- ✓ **Treat participants as individuals:** TTA providers can treat participants as individuals by allowing the audience to add to/alter the agenda, offering appropriate breaks, and asking for and incorporating feedback from participants throughout the training (University of Kansas, 2018).
- ✓ **Keep participants engaged in activities and discussions:** TTA providers can keep participants engaged and active by facilitating group discussions (rather than using a lecture-style format), incorporating case studies or videos, and asking participants to write down their action items following attending the training (University of Kansas, 2018).

Step 2: Consider the appropriate Adult Learning Theory method of TTA delivery.

Exhibit 2 outlines the different methods of TTA delivery and how best to utilize the delivery method for the TTA engagement.

Exhibit 2: Adult Learning Methods*

Method	What is it?	When To Use It?	When is it Effective?
In-Person TTA	Intensive TTA delivered on-site, individualized, and tailored.	When developing a shared understanding and mission, becoming knowledgeable about a community, building trust, establishing new relationships, strengthening existing relationships, and keeping TTA recipients motivated.	Effective in building relationships and sharing intensive knowledge. Recipients from federal TTA and capacity-building initiatives emphasize the value of in-person meetings.

Method	What is it?	When To Use It?	When is it Effective?
E-Learning	TTA delivered through electronic mediums, such as webinars or conference calls.	When attempting to reach a broader audience and convey general knowledge.	Effective in conveying simple knowledge. More effective when interactive features are utilized. Age, intention (e.g., how the participant intends to apply knowledge from training), and previous experience with online tools impact effectiveness.
Problem-Based Learning	TTA that is collaborative and team-based; the focus is on solving a problem.	When the goal is to facilitate a team or multidisciplinary approach to solving problems.	Effective in building teams and active learning. Ensuring the right partners are at the table is important for this approach.
Blended Learning	TTA that includes a blend of in-person and virtual TTA delivery.	When neither e-learning nor in-person TTA are appropriate options.	Blended learning was rated more positively than e-learning for its social and cognitive functions. For newer organizations, a higher dose of in-person TTA is critical for improved performance.
Non-Formal Learning	TTA that develops specific skillsets in a structured format.	When prior formal learning approaches do not apply due to the specific level of knowledge an adult learner aims to gain.	Effective when used to develop specific skillsets.

*Information in this table was provided by multiple sources (Baumgartner, Cohen, & Meckstroth, 2018; Feinberg, Ridenour, & Greenberg, 2008; Northwest Center for Public Health Practice, 2012; Shea & Bidjerano, 2013).

Step 3: Account for special learning considerations in TTA recipients.

- ✓ TTA providers must ensure that all TTA materials posted to a website or made available online follow Section 508 of the Rehabilitation Act.
- ✓ The services of a language translator should be considered if the training will be provided to a multi-lingual audience or in a language different than what is understood by audience participants.
- ✓ For face-to-face TTA engagements, visual or auditory impediments can be mitigated by having the participants sit where they can see and hear better. Assistive audio/visual technology may also be utilized.
- ✓ Obtain input from stakeholders and individuals representative of the target audience when developing TTA activities and supports.

✓ Ensure trainers are familiar with the background of the target audience and have appropriate training in cultural competence.

Core Performance Standard #4

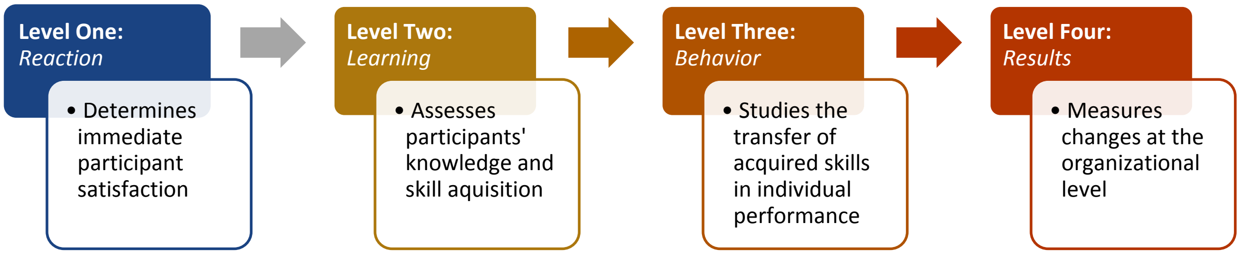
Evaluate the Effectiveness of TTA Activities To Support Continuous Improvement.

Overview of Research

Evaluation of the effectiveness of TTA requires careful consideration early in the TTA planning 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 TTA 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. The Kirkpatrick Model of Training Evaluation has steadfastly been used and tested more than any other model of TTA evaluation since it was originally introduced in 1959 (Reio, Rocco, Smith, & Chang, 2017).

The Kirkpatrick Model of Training Evaluation (Kirkpatrick, 1998) provides a conceptual framework for assessing and measuring TTA effectiveness at four levels: reaction, learning, behavior, and results. Evaluation should always begin with Level One, and then, as time and budget allows, should move sequentially through Levels Two, Three, and Four. Information from each prior level serves as a base for the next level's evaluation. **Exhibit 3** illustrates the model and each level is described below.

Exhibit 3. Overview of Kirkpatrick's Training Evaluation Model



Level One: Reaction is the first level in Kirkpatrick's model, and assesses how participants received the training activity or services provided. It is typically conducted immediately following the training program, usually in the form of a survey.

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 (OJJDP NTTAC, 2012).

Level Two: Learning includes participants' changes in knowledge, skill, or attitude. Learning can also be measured using a survey format (e.g., through a knowledge assessment, performance test, or attitude questionnaire).

Level Three: Behavior determines how participant knowledge, principles, or techniques on the job have changed or are intended to change after participation in the training. Behavior training evaluations require a translational component to assess how TTA is put into practice; followup surveys, interviews, or focus groups with training participants following a set period of time (e.g., 6 months following the training) may be conducted (Bradley & Connors, 2007).

Level Four: Results evaluates the effect of the training on the organization and determines whether the problem has been solved or if the need has been met. Results evaluations are the most difficult and costly to implement, as the focus is almost solely on TTA impact (Bradley & Connors, 2007). Randomized control trials (RCTs) with a well-defined counterfactual are often necessary to determine how participants benefit or do not benefit from the training provided.

In 2016, Kirkpatrick's son and daughter-in-law updated the model to include five foundational principles designed to maximize TTA resources. These key principles include (Kirkpatrick & Kirkpatrick, 2016, p. 33 as quoted in DeSilets, 2018):

1. **The end is the beginning.** Desired results should be outlined at the first step of the TTA planning process. By clarifying the intended behavior and organizational change, TTA providers can outline the learning objectives and design the TTA to achieve those objectives (Kirkpatrick & Kirkpatrick, 2015).
2. **Return on expectations is the ultimate indicator of value.** It is important to identify all stakeholders at the start of the engagement, and clearly understand stakeholders' expectations.
3. **Business partnership is necessary to bring about positive return on expectations.** Partnering with leaders within the organization, such as managers and supervisors, is critical to the achievement of positive outcomes and the application of learning.
4. **Value must be created before it can be demonstrated.** TTA providers should consider their role in supporting behavior change before and after the TTA engagement. For example, TTA providers should consider the engagement as an ongoing process and can build post-training activities into the TTA program design (Kirkpatrick & Kirkpatrick, 2015).
5. **A compelling chain of evidence demonstrates bottom-line value.** The Kirkpatrick Model helps document the extent to which the TTA recipient is able to move forward more effectively as a result of TTA.

Evaluation of TTA helps support a program's continuous quality improvement (CQI). CQI takes what has been learned through evaluations and then applies it to the continuous improvement and growth of programming. CQI is unique from other data collection activities, such as program evaluation or reporting, because it uses the collected data from the implementation of TTA to make changes to the program.

Practical Application

Step 1: Choose the appropriate level of evaluation for the TTA.

Exhibit 4 provides an overview of the levels of evaluation, as outlined in the original Kirkpatrick Model, and includes strategies and tips for evaluating TTA at each level.

Exhibit 4: Overview of Kirkpatrick's Levels of Evaluation

Level of Evaluation	Measures	When To Complete	Tips
Reaction Evaluation	Learner needs and advertised objectives Learner mastery of new knowledge and skills 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
Learning 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
Behavior 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
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

Step 2: Consider additional evaluation activities for the TTA.

- ✓ **Conduct needs assessment:** Identify users and uses of the training.
- ✓ **Design training plan:** Determine training purpose and criteria for selecting trainees.
- ✓ **Develop and test curriculum:** Refine training objectives and pilot test the curriculum.
- ✓ **Deliver curriculum:** Select instructors and roll out TTA.
- ✓ **Evaluate training and trainers:** Identify outcomes across the levels of the Kirkpatrick Model and evaluate fidelity to the training model.
- ✓ **Revise the training:** Modify the training as needed based on feedback.

Step 3: Learn from the previous TTA through the CQI process.

Additional resources and information on supporting program development through CQI is included below.

- The Carey Group Continuous Quality Improvement Coaching Packet (DOJ-sponsored publication): http://cepp.com/wp-content/uploads/2015/12/Continuous-Quality-Improvement.pdf
- HHS Child Welfare Capacity Building Collaborative CQI Self-Assessment Tools: https://capacity.childwelfare.gov/states/focus-areas/cqi/self-assessment/
- Centers for Disease Control Continuous Quality Improvement Guide: https://www.cdc.gov/teenpregnancy/practitioner-tools-resources/psba-gto-guide/pdf/chapters/psba-gto_step9_508tagged.pdf

V. Summary

OJJDP designed the Core Performance Standards to promote the consistency and quality of OJJDP-sponsored TTA activities and to advance common expectations of performance excellence. These standards are designed to assist TTA providers in providing targeted support in order to address a specific need, create a valuable learning experience, resolve an issue, or respond to an emerging or complex challenge. The four Core Performance Standards are grounded in the current knowledge base and offer practical applications for the implementation of these research-based practices. These standards include:

- ✓ **Core Performance Standard #1: Follow an Implementation Framework, Informed by Evidence.** Implementation frameworks provide the theoretical base to ensure the process of implementation is structured appropriately, the right key players are involved in the program, external factors are accounted for and documented, and staff capacity is built throughout the program to support a successful implementation.

- ✓ **Core Performance Standard #2**: **Utilize a Phased TTA Process that Promotes the Use of Evidence-Informed Practices.** TTA follows a general process that typically begins with identifying and assessing capacity needs, which are then prioritized for strategic implementation. The needs assessment is followed by the development of a plan for TTA, which is informed by the jurisdiction or organization's response to change. Implementation of TTA promotes the use of evidence-informed practices and is then accompanied by evaluation and maintenance to ensure sustainability of the intended outcomes.
- ✓ **Core Performance Standard #3: Design TTA Activities that Respond to the Unique Needs of Adult Learners.** Adult learning theory helps TTA providers engage with organizations and provide impactful information that can be applied immediately. Using adult learning theory in TTA provision to organizations during implementation can help predict and prevent challenges, and keep stakeholders engaged throughout the program.
- ✓ **Core Performance Standard #4: Evaluate the effectiveness of TTA activities to support continuous improvement.** Evaluation of TTA effectiveness allows for the TTA provided to be more data-driven and linked to logic model outcomes; it also helps include evaluation as a part of the conversation throughout the TTA planning, design, and delivery process and support continuous program improvement.

For further information regarding OJJDP's TTA resources, please contact OJJDP's TTA Help Desk at 1-833-647-0313 or via email at ojjdptta@usdoj.gov.

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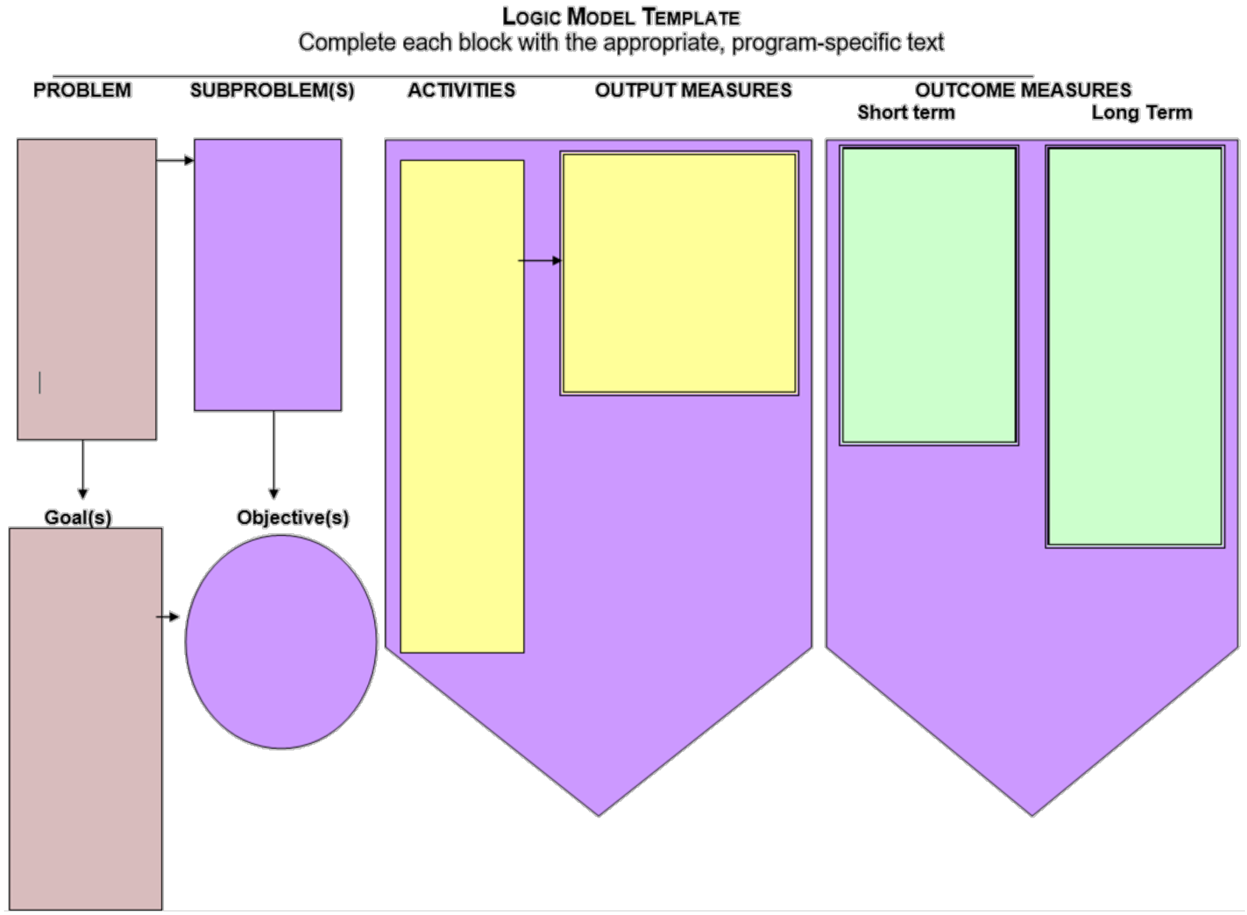
Appendices

Appendix A: Logic Model Template



Source: Office of Juvenile Justice and Delinquency Prevention: Logic Models. Available at: https://www.ojjdp.gov/grantees/pm/logic_models.html

Appendix B: Levels of Training and Technical Assistance

TTA activities fall into three broad categories: (1) universal, (2) targeted, and (3) tailored. Within each category, there are various activities and associated tasks that might occur during the delivery of the TTA. The list provided, though not exhaustive, does contain some identified activities that may occur. For instance, TTA may focus on the one-time dissemination of information to the field, but can also encompass the provision of assistance across an extended period of time. The level of engagement within each of these categories may also vary, ranging from no live interaction such as the production of briefs or toolkits, to intensive interaction which might occur during ongoing coaching. The list is provided to help providers envision the type of TTA activities that might occur during the delivery of different levels/durations of TTA.

Expected Outcomes

Underlying the proposed framework is OJJDP's desire to demonstrate that the TTA which it funds is positively impacting the field. Thus, the intended outcomes of TTA activities are an important aspect to identify and assess. The current framework recognizes four levels of evaluating TTA that are based upon the intended outcomes: (1) reaction (2) learning (3) behavior and (4) results[1]. Not all TTA is designed to achieve outcomes at the highest level (e.g., results). In fact, TTA often focuses on positively impacting learning and/or behavior. Regardless of the level of intended outcome of TTA, it is important that such outcomes be identified and assessed for each TTA activity. However, it is important that TTA providers understand that at a minimum TTA efforts need to be assessed at Level 1.

[1,] For the purposes of the proposed framework, the work of Donald Kirkpatrick is utilized. More information regarding this framework may be found at Kirkpatrick, D.L. & Kirkpatrick, J. D. (2005). Transferring Learning to Behavior. Berrett-Koehler Publishers. Kirkpatrick. D.L. & Kirkpatrick J.D. (2007). Implementing the Four Levels. Berrett-Koehler Publishers.

<table>
<tr><th colspan="4">OJJDP TTA Outcomes Assessment
Assessment Structure and Outcomes</th></tr>
<tr><th>Engagement and Intensity[2]</th><th>Potential TTA Tasks (not all-inclusive)</th><th>Outputs/Intended Outcomes</th><th>Data Collection Methods</th></tr>
<tr><td colspan="4">Level 1: Universal TTA – This TTA is the brokering of services and dissemination of information. There is no sustained live interaction between the TTA recipient and the provider. If contact occurs, it is brief and designed to provide recipient with information regarding how to access available resources.</td></tr>
<tr><td>Ongoing, low intensity</td><td>• Publication/ document/newsletter/ resource creation and dissemination
• Announcements and other listserv communications disseminated to the field
• Responding to information requests
– Connect with resources
– Assisting recipient in accessing self-service resources such as publications, toolkits and archived webinars/online trainings.
– Referral to resources
– Helping to match the recipient with the proper organization based on need</td><td>Reaction[3]
Meet client need
• # and types of services delivered
• # TTA requests received
• # TTA requests fulfilled
• # of resources created and/or disseminated
• # Listserv communications disseminated to the field

Satisfaction with service
• 5-point rating of client satisfaction in the OJJDP Online University</td><td>Reaction
• Track website hits and resources accessed
• Provider tracks services provided through TTA360
• Requestor fills out a TTA Assessment Feedback Form
• Online University ratings</td></tr>
</table>

[2] Provider will decide engagement level based upon the expected nature of support using general rule of thumb of: short term = less than 4 months, medium to long term = more than 4 months. This is based on collective committee knowledge of OJJDP TTA provided.

[3] For the purposes of the proposed framework, the work of Donald Kirkpatrick is utilized. More information regarding this framework may be found at Kirkpatrick, D.L. & Kirkpatrick, J. D. (2005). *Transferring Learning to Behavior*. Berrett-Koehler Publishers. Kirkpatrick. D.L. & Kirkpatrick J.D. (2007). *Implementing the Four Levels*. Berrett-Koehler Publishers.

OJJDP TTA Outcomes Assessment Assessment Structure and Outcomes			
Engagement and Intensity[2]	**Potential TTA Tasks (not all-inclusive)**	**Outputs/Intended Outcomes**	**Data Collection Methods**
Level 2: Targeted TTA – This TTA is designed and delivered to a group of recipients with similar needs. The goal is often to inspire ideas for innovation or change in the home jurisdiction.			
Short-term and low/medium intensity – TTA provider will decide if it is short-term or long-term and intensity level	• Webinars or online trainings • Group trainings (e.g., onsite, virtual) • Peer-to-peer • Access to subject matter expert coaching • Regional/topical conferences (exhibiting, presentations, hosting/planning) • Social networks/ communities of practice (includes online discussion boards) • Training of trainers • Meeting facilitation • Plan/program development • Evaluation support • Research support	**Includes reaction (see above) and add:** • # of participants • TTA goals achieved • Individual/organizational capacity increased • Expertise of TA expert appropriate for goals • TTA is useful, relevant, transferable • # of products created/refined **Learning – Change in knowledge, skills, and attitude** **Required:** • # of participants with increased knowledge **If applicable, required:** • # of participants with increase in skills • # of participants with a change in informed attitudes **Optional**: • # of participants with a change in policy resulting from TTA services received • # of participants with a change in operations resulting from TTA services received	**Includes reaction (see above)** **Learning** • TTA Assessment Feedback Forms are sent to participants OR Online feedback opportunities are reviewed every 6 months (e.g., online trainings) • Pre- and post-tests (for trainings) or a similar assessment of knowledge
Long-term and medium/high intensity – TTA provider will decide if it is short-term or long-term and intensity level	• Convening multiple small group meetings • Multisession training • Subject matter expert coaching • Training of trainers	**Includes reaction and learning (see above) and add:** **Behavior – Change in behavior/practice** • # of participants and/or agencies who changed, rescind, or sustain a policy or practice	**Includes reaction and learning (see above)** **Behavior** • TTA Assessment Feedback Forms are sent to participants (follow-up)

<table>
<tr><th colspan="4">OJJDP TTA Outcomes Assessment
Assessment Structure and Outcomes</th></tr>
<tr><th>Engagement and Intensity[2]</th><th>Potential TTA Tasks (not all-inclusive)</th><th>Outputs/Intended Outcomes</th><th>Data Collection Methods</th></tr>
<tr><th colspan="4">Level 3: Tailored TTA - This TTA is intensive and designed and customized to address a specific individualized need by an organization.</th></tr>
<tr><td>Short-term and low/medium intensity – TTA provider will decide if it is short-term or long-term and intensity level</td><td>• Assessment
• Strategic planning
• Coaching
• Multisession training
• Consultation
• Evaluation support
• Plan/program development
• Meeting facilitation</td><td>Includes reaction, learning, and behavior (see above)</td><td>Includes reaction, learning, and behavior (see above)</td></tr>
<tr><td>Long-term and high intensity* – TTA provider will decide if it is short-term or long-term and intensity level
* Will require work plans</td><td>• Convening multiple small group meetings
• Multisession training
• Subject matter expert/coaching
• Comprehensive assistance with multiple tasks</td><td>Includes reaction, learning, and behavior (see above)

Results – Change in results and/or organizational policies and procedures
• # of policies and practices sustained/changed/ implemented /rescinded
• Workplan goals achieved
• Improved organizational and/or individual outcomes based upon goals
• Improved organizational culture and or functioning</td><td>Includes reaction, learning, and behavior (see above)

Results (consider the following data collection methods based upon identified workplan goals)
• Review of requestor organization's policies and procedures
• Requestor data collection
• Organizational climate survey
• Pre- and post-learning assessment
• Followup</td></tr>
</table>

Appendix C: PDF 508 Compliance Checklist

Please review the requirements for all documents. Mark the appropriate box, and attach when submitting a PDF to ojjdptta@nttac.org.

ID	1.0. Master Requirements for All Documents	Yes (Pass)	No (Fail)	N/A
1.1	Does the document file name not contain spaces and/or special characters?			
1.2	Is the document file name concise, generally limited to 20–30 characters, and does it make the contents of the file clear?			
1.3	Have the Document Properties for Title, Author (an HHS OpDiv, StaffDiv, or Program Office---not an individual’s names), Subject (AKA Description), Keywords, and Language been filled out?			
1.4	Does the document utilize recommended fonts (i.e., Times New Roman, Verdana, Arial, Tahoma, Helvetica, or Calibri)?			
1.5	Have track changes been accepted or rejected and turned off?			
1.6	Have comments been removed and formatting marks been turned off?			
1.7	Does the document refrain from using flashing/flickering text and/or animated text?			
1.8	Do all URLs contain descriptive hyperlinks (i.e., avoid generic phrases like “Click here” and, instead, use phrases that let users know about the content of the linked page prior to selecting it)?			
1.9	Are all URLs linked to correct Web destinations?			
1.10	Are all internal links/TOC entries functioning correctly (if linked)?			
1.11	Are links (including e-mail addresses) keyboard accessible?			
1.12	Has a separate accessible version of the document been provided when there is no other way to make the content accessible?			
1.13	Is the color contrast ratio between foreground text and background color at least 4.5:1?			
1.14	Has the document been reviewed in Print Preview for a final visual check?			

ID	2.0. General Layout and Formatting Requirements	Yes (Pass)	No (Fail)	N/A
2.1	Is the document free of scanned images of text?			
2.2	Have bookmarks been included in all PDFs that are more than 9 pages long? And, if bookmarks are present, are they logical?			
2.3	Are decorative images marked as background/artifact?			
2.4	Have all scanned signatures been removed from the PDF? (see http://webstandards.hhs.gov/standards/41)			

ID	2.0. General Layout and Formatting Requirements	Yes (Pass)	No (Fail)	N/A
2.5	If there is an automated accessibility checker in the program used to create the PDF, has that been run and does it pass?			
2.6	Is the document free of layout tables?			
2.7	Do images/graphics appear crisp and legible?			
2.8	If a table of contents (TOC) is present, are the page numbers correct, and, if linked, does the TOC function correctly?			

ID	3.0. Accessibility Tagging and Reading Order	Yes (Pass)	No (Fail)	N/A
3.1	Have PDF tags been added to the document?			
3.2	Does the order of the PDF Tags match that of the order that the content should be read in?			
3.3	Has the PDF been formatted using Style elements (e.g., the title of the document as Heading 1, the first-order heading as Heading 2?)			
3.4	Are heading styles organized in a hierarchal and logical fashion, with consecutive headings (i.e., no missing heading levels)?			
3.5	If nonstandard/custom tags are used, have they been mapped correctly in the Document Roles dialogue box and verified as working via assistive technology testing: (e.g., JAWS, Window Eyes, NVDA, and Dragon)?			
3.6	Have documents with multicolumn text, tables, or call-out boxes been checked for correct reading order?			
3.7	Are any footnotes or references tagged with standard Note and Reference tags and placed in the proper logical reading order?			

ID	4.0. Document Images Requirement	Yes (Pass)	No (Fail)	N/A
4.1	Is the document free of background images or watermarks?			
4.2	Are multiple associated images on the same page (e.g., boxes in an organizational chart) grouped as one object?			
4.3	Have all multilayered objects been flattened into one image and does that image use one alternative text description for the image?			
4.4	Do all images, grouped images, and nontext elements that convey information have meaningful alternative-text descriptions?			
4.5	Do complex images (i.e., charts and graphs) have descriptive text near the image (perhaps as a caption)?			

ID	5.0. Lists and PDF Tables	Yes (Pass)	No (Fail)	N/A
5.1	Have lists been tagged completely, making use of all four of the following tags: L, LI, Lbl, and LBody tags?			
5.2	If the document has a tabular appearance, was that tabular structure made using the table option (as opposed to manual tabs and/or spaces)?			
5.3	Are blank cells avoided?			
5.4	Do all tables have a logical reading order from left to right, top to bottom?			
5.5	Do all data tables in the document have Row and/or Column headers?			
5.6	Do header rows repeat across pages if the table is multiple pages?			
5.7	Are all table cells, with the exception of those in the Header Rows or columns, designated as data cells?			
5.8	Are data cells set so they do not split across pages?			
5.9	If the table is a simple table, does it have scoping applied to the appropriate Row/Column Headers?			
5.10	If the table is a complex table, does it have id and header attributes to associate the data cells with the column/row headers?			
5.11	Are all tables described and labeled (where appropriate)? Note: In some cases naming/numbering of tables may not be appropriate. For example, a small data table in a presentation may not need a reference.			

ID	6.0 Form Fields	Yes (Pass)	No (Fail)	N/A
6.1	Do all form fields have correct labels and markups: 1. Form fields must have a visual text label next to the form tag and there must be a tool tip. 2. Is the value attribute used on buttons? 3. Is the label element not being used on hidden input fields (e.g., input type = "hidden")?			
6.2	Are all form fields keyboard accessible?			
6.3	Are all multiple-choice answers keyboard accessible and grouped together as form-field sets? 1. The value attribute needs to match the text next to the answer. 2. Make sure the name attribute is the same.			

ID	7.0 Color Contrast	Yes (Pass)	No (Fail)	N/A
7.1	Does the visual presentation of text and images of text have a contrast ratio of at least 4.5:1?			
7.2	Is there more than color to convey information in each image?			

Appendix D: Timeline for Developing Trainings

√	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 training timeline and due dates		
	Determine how learners will register and access training		
	Identify roles and responsibilities for the training 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		

√	Task	Date Completed	Notes
	Schedule and coordinate two mandatory run-through dates with facilitator(s) (if the first 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 4 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 1 day prior to scheduled training		
Day of Training ___/ ___ /___			
	Arrive on site at least 2 hours prior to training start time		
	Set up staging area prior to guests' arrival		
	45 minutes to 1 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		

√	Task	Date Completed	Notes
Day of Training (continued)			
	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		

Appendix E: Training and Technical Assistance Delivery Plan

<table>
<tr><td colspan="2">Task Order Title: [Insert State and Title]</td><td>Funding Stream: [Insert Funding Stream]</td><td>TA#: [Insert TA #]</td></tr>
<tr><td colspan="2">Project Task Leader: [TA Coordinator]
Phone: [Phone Number]</td><td>Client Contact: [Insert State Rep]
Agency: [Insert Agency]
Phone: [Insert State Rep Phone #]</td><td>Date Task Received: [Date received]
Estimated Completion Date: [X days after TA]
Date Submitted to COTR: [Insert date]</td></tr>
<tr><td colspan="2">Task Budget: $ [Labor + ODC]
Labor: $ [Total Labor] ODC: [Total ODC]</td><td colspan="2">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</td></tr>
<tr><td colspan="2">Consultants Recommended: Insert recommended</td><td colspan="2">Additional Consultants Considered: Insert additional consultants</td></tr>
<tr><td colspan="4">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]</td></tr>
</table>

Task Manager/ Leader (initials): [coordinator's initials]	**Date:**
Project Director (signature):	**Date:**
Client Approval (signature):	**Date:**

Appendix F: 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.

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

Appendix G: Common CQI Processes and Tools

Common CQI Processes and Tools			
CQI Process Examples		CQI Tool Examples	
Process	Purpose	Tool	Description
Auditing	To monitor whether policies and protocols are followed	Case audit	A paper or electronic review of a case to ensure that minimum performance expectations are met; usually checklist-driven
Participant feedback	To determine the degree to which the experience of the participant matches the goal of the activity from the participant's point of view	Survey	Written survey administered to participant (may also be administered to collateral parties, referral sources, or others)
		Focus group	Structured, facilitated, and guided discussion with a group of individuals to gain insight into their experience
		Self-administered Pre-/post-testing	Written test given before and after a lesson or a period of instruction to determine whether the participant has gained knowledge, awareness, and/or skills

Common CQI Processes and Tools			
CQI Process Examples		CQI Tool Examples	
Process	Purpose	Tool	Description
Direct observation of one-on-one or group session	To determine the effectiveness of a specific set of activities and enable the provision of firsthand feedback and coaching around the skill area	Checklist (used through direct observation or by viewing video/ audio tapes)	An instrument with a predetermined set of questions, accompanied by a scoring scale, used to record the presence or absence of specific conditions or skills
		Video tape	A less intrusive method of observation; provides opportunity to visually observe interaction
		Audio tape	A less intrusive method of observation; only allows for observation of verbal communication
Training assessments	To ensure the reliability and validity of risk/ need assessments	Inter-rater reliability booster session (can also use other methods such as case file review or observation)	Assessors are provided with the same case information (in writing or electronically, by video/audio tape) and complete an assessment; scoring is compared and disagreements are discussed and compared with training guide for clarification

Source: Center for Effective Public Policy Coaching Packet: Continuous Quality Improvement. 2010

This document was prepared by ICF under Professional Services Schedule contract number GS-00F-010CA/DJO-OJJDP-17-P-0843 from the U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention (OJJDP). Points of view or opinions expressed in this document are those of the authors and do not necessarily represent the official position or policies of OJJDP or the U.S. Department of Justice.