



EVALUATION REPORT

Amanda Mercer
IDL 802

The "Foundations for Child, Family, and Adult Services-Assessment Skills and Policies" course is part of the new hire training for Kentucky's Child Protection Services Social Workers through the Cabinet for Health and Family Services, Department for Community Based Services. This course teaches new workers how to engage families, ask appropriate interview questions, assess child abuse and neglect situations, and document their assessment.

The purpose of this evaluation report is to determine the effectiveness of the course and areas of improvement.

The evaluation was based on Kirkpatrick's Four-Level Model. The four levels include:

Level 1: Reaction- Participant's reaction to and satisfaction with the course.

Level 2: Learning- The knowledge added or skills acquired during the course.

Level 3: Behavior- How the participant's behavior changed on the job due to the course.

Level 4: Results- The impact of this training overall.



STATEMENT OF PURPOSE

The "Foundations of Child, Family, and Adult Services-Assessment Skills and Policies" course was redesigned in 2022 and has just completed its first year (first twelve cohorts) after the redesign rollout. For this reason, completing a thorough and detailed evaluation was necessary. Evaluation methods were utilized before, during, and after the training course.

Because this course is relatively new, only data for Level 1 and 2 evaluations were collected. This report will detail the information gathered for Levels 1 and 2 and make recommendations for Levels 3 and 4.



BACKGROUND INFORMATION

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Eastern Kentucky University Training Resource Center, also known as EKU TRC, has collaborated with the Cabinet for Health and Family Services- Department for Community Based Services, or CHFS DCBS for thirty-nine years to provide high-quality, evidence-based, best-practice-focused training material for Protection and Permanency social workers.

When a new CHFS DCBS Child Protection and Permanency social worker is hired, they attend a twelve-week training program called “Foundations of Child, Family, and Adult Services.” Within the twelve weeks, workers complete five distinct courses: Social Work Principles, Intake, Assessment Skills and Policies, Case Management, and Child Sexual Abuse.

Each month, a new group of participants is enrolled in the Foundations program and follow their “hire month” cohort throughout the five courses. **Social Work Principles** and **Intake** cover how a case comes to the attention of child protective services (also referred to as “the Cabinet”) and the general knowledge and skills in social work needed to complete the remaining sessions.

The third course, “**Assessment Skills and Policies,**” is the first to teach new employees a particular job duty- completing an assessment. It covers the topics of child development, culture, substance use/misuse/abuse, mental health, engaging absent parents, interpersonal/relationship violence, interviewing skills, testifying in court, and completing the Assessment Documentation Tool (ADT) per CHFS DCBS Standards of Practice.

The course consists of two parts, with five days in each part. There are twelve synchronous sessions and fourteen asynchronous sessions within the two weeks.

EVALUATION STRATEGIES

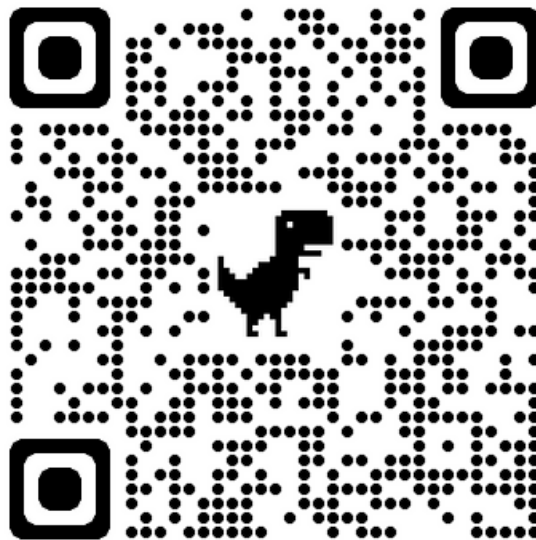
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Level 1: Reaction

A Participant Survey was used to measure the learner's reaction and overall satisfaction with this training course. The simple survey is the standard evaluation used in ECU TRC training courses. It comprises thirty-two (32) Likert-like questions and four (4) text-field open-ended type questions. The survey questions were grouped into four areas to assess: 1. Training topic and delivery, 2. Training materials, 3. Technological needs, and 4. Overall training. It was distributed during the last Zoom session of each cohort.

Please scan the QR Code below to view the evaluation used.



EVALUATION STRATEGIES

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Level 2: Learning

To measure how well participants learned the material presented, Pre/Post Tests and Pre-then-Post Tests were completed. In addition, participants were given the assignment of completing an Assessment Documentation Tool (ADT) that the training facilitator and their supervisor reviewed. However, no data was collected on the ADT assignment.

Scan the QR Code below to view the Pre and Post Test Questions.



EVALUATION STRATEGIES

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Level 2: Learning- Continued

Pre/Post Test:

This evaluation tool establishes a baseline skill level for everyone taking the course. The Pre/Post Test is a prerequisite for any other course components. The data from this test allows facilitators to prepare for what subjects to focus extra emphasis on during the training. For this course, the Pre/Post Test focused on knowledge of the Cabinet for Health and Family Services policies for conducting a child abuse, neglect, and exploitation assessment, foundational elements of an assessment, self-care while completing an assessment, and the Assessment Documentation Tool (ADT).

Pre-then-Post Test:

The Pre-then-Post Test used for this course was designed to measure the effectiveness of the training. The same question used for the Pre/Post Test was asked again at the end of the course to determine if participants' knowledge of the material increased. Two hundred and eighteen participants completed the pre-test, and two hundred and fifteen completed the post-test.

During the data collection period for this project (January 2022 to January 2023), there was no formal collection or analysis for Level 3- Behavior or Level 4- Results. However, opportunities for collecting data are now available. Therefore, for future reviews, the following plans of action are recommended.

Level 3: Behavior

During January 2023, a new program called “Field Training Specialists” (FTS) rolled out across Kentucky for Cabinet for Health and Family Services workers. This new program assigns a new worker with a high-performing worker for coaching and mentoring. The mentor will use a set of behavioral anchors for each training the new worker attends to assess their progress and training needs.

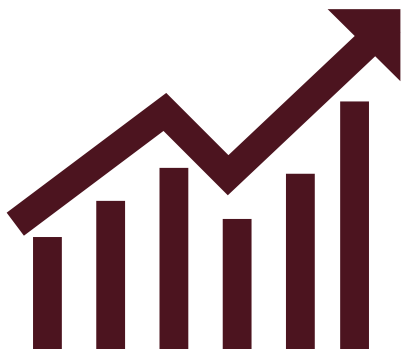
Since the information is already being evaluated for the FTS program, if the Cabinet for Health and Family Services mentors had a system to enter the information they are capturing, data for Level 3- Behavior could be collected at varying times throughout the new worker’s initial employment period.

Scan the QR Code to review the Behavioral Anchors applicable for Assessment Skills and Polices.



Level 4: Results

The Cabinet for Health and Family Services is a governmental agency monitored by various entities, including Child and Family Services Reviews (CFSR), Council on Accreditation (COA), Foster Care Review Board (FCRB), and others. Data is provided to these groups to show strengths or pinpoint needs in the overall work of Cabinet social workers. In addition, reports can be generated by each of the nine Kentucky regions, specifically by their Continuous Quality Assurance Specialist. Such information includes data for Performance Improvement Plans specifically targeting assessment issues like past due assessments, how many times a supervisor “sends back” an assessment, and assessment amendments. Requesting information for a cohort at their third, sixth, and twelfth-month mark may provide a wealth of information regarding Level 4-Results evaluation.





CONCLUSIONS

Discussion of Level 1 Results and Recommendations

The Level 1 data shows that participants enjoy this training, as evidenced by high “strongly agree” rates in nearly every Likert-type question. In addition, all four categories (Training topic and delivery, training materials, technological needs, and overall training) received high ratings on the evaluation. Overall, the comments in the text box entry fields were also positive. Most participants reflected a confident and optimistic attitude in their comments. For example, many comments reflected that participants felt they had learned a lot, the training was informative, and training components (breakout rooms, practice, etc.) were beneficial to learning.

Participants also offered constructive criticism for this course that would benefit the curriculum development team to explore. Additional topics participants feel would be helpful to them to perform their jobs better include:

- Additional information on forms and when/how they work. (This suggestion was made more than once.)
- More seamless flow between synchronous and asynchronous sessions.
- More in-depth interviewing skills regarding investigations
- More resources for children/families dealing with serious issues, such as being accused of a serious crime.
- When asked for recommendations for improving this training, participants made suggestions summarized below:
 - Allow the user to read through the slides instead of using automated voice.
 - Make the synchronous and asynchronous align and flow.
 - Provide this type of training in person.
 - Make material less repetitive.
 - Make training modules more manageable.
 - Keep the Zoom sessions.
 - Focus on one topic per week.

Each comment should be reviewed and considered when meeting with the core training team (EKU TRC Facilitators) and the curriculum development team. Some suggestions seem reasonable and within the scope of redesign by these teams: improving the flow from what is taught in the asynchronous sessions and what is practiced in the synchronous sessions, making the material less repetitive, and making the training modules more manageable.

However, one comment documented in the training evaluation report and repeatedly heard in the training course, per the facilitators, raises concerns that go beyond the Training Department:

“... I have also found it hard to keep up with training and work expectations. I had many obligations outside of training that were time sensitive. I have done better in past training when I've had one day off of zoom to actually get training assignments done. Otherwise, I am working off the clock to finish all I need to do. I haven't taken a lunch one day this week either because of so many responsibilities and discrepancy with the zoom schedule.”

New workers completing the Foundations courses are not supposed to have any other obligations or work assigned during their training. They are most certainly **not** to be responsible for time-sensitive casework during their first couple of months of employment, as indicated in this comment. In addition, the training schedule allows time to complete all modules and an hour and a half for lunch each day. Therefore, it would be strongly recommended that this concern be addressed with leadership to ensure supervisors are not adding additional work to an already full training day. Not only is this additional stress to new workers that could lead to higher turnover, but it is also a liability to the Cabinet for Health Family Services by allowing untrained workers to carry caseloads.

Level 1: Evaluation Results

Course Title: Foundations of Child, Family and Adult Services: Assessment Skills and Policies

Instructions were clear on how to get started and where to find various course components.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 1 | 6 | 13 | 27 | 137 |

Instructions on completing the course content were adequate and stated clearly.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 1 | 4 | 16 | 29 | 137 |

Instructions related to hardware and software requirements to complete the course were helpful.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 3 | 3 | 16 | 30 | 135 |

The course instructions described how to contact the trainer/instructor with questions.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 0 | 3 | 20 | 25 | 139 |

Navigation through the course was logical, consistent, and efficient.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 1 | 6 | 17 | 25 | 138 |

The technology used to deliver this distance learning course was easy to use.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 2 | 1 | 15 | 35 | 134 |

Course tools and media (audio, video, and web links) functioned adequately on my computer.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 1 | 4 | 18 | 27 | 137 |

My participation in this course was aided by the technologies used.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 2 | 0 | 18 | 36 | 131 |

I was able to relate the learning objectives to the learning I achieved.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 2 | 2 | 16 | 29 | 138 |

I understood how this course is preparing me for my job with DCBS.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 2 | 0 | 20 | 29 | 135 |

The course layout (color schemes, images, and graphics) facilitated the learning process.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 1 | 2 | 22 | 26 | 135 |

I found the training to be organized.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 3 | 4 | 17 | 29 | 134 |

The technology used to deliver this distance learning course was easy to use.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 3 | 1 | 15 | 30 | 138 |

The course structure allowed for ample time to complete the required components.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 6 | 6 | 15 | 30 | 130 |

I was appropriately challenged by the material/content of this training.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 1 | 3 | 20 | 30 | 132 |

I will be able to apply what I learned during this training on the job.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 1 | 0 | 21 | 32 | 132 |

I was given opportunities to practice and demonstrate my knowledge and skills.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 1 | 1 | 16 | 29 | 140 |

The interactive elements of this course (discussion board, journal, group work) were appropriate for the course content and objectives.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 4 | 2 | 19 | 27 | 135 |

I understood what was expected of me in this course.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 0 | 0 | 17 | 30 | 140 |

Interactive course activities promoted collaboration between participants.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 2 | 2 | 18 | 29 | 136 |

I was motivated to learn by the various instructional methods used.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 1 | 6 | 18 | 30 | 131 |

I was encouraged to get actively involved in the learning process.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 1 | 2 | 14 | 30 | 139 |

My questions and concerns were adequately addressed by the course facilitator (trainer/instructor).

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 1 | 0 | 20 | 28 | 137 |

Course trainer/instructor provided timely feedback on my performance.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 1 | 0 | 21 | 27 | 137 |

Course trainer/instructor enhanced my learning in this course.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 0 | 2 | 19 | 28 | 137 |

My learning was enhanced by the knowledge and experience of the course trainer/instructor.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 1 | 3 | 16 | 30 | 135 |

Course assessments (quizzes, tests, checks for understanding) included relevant questions.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 1 | 1 | 14 | 30 | 140 |

Course assessments adequately measured my knowledge and skill development as a result of participating in this course.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 2 | 2 | 18 | 34 | 130 |

My supervisor was supportive of my participation in the online course components.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 0 | 0 | 20 | 27 | 139 |

I was allowed ample time to complete the required course components.

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 3 | 5 | 19 | 26 | 133 |

I had the necessary technology resources to successfully complete the course (e.g., email address, computer, internet, etc.).

| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
|-------------------|-------------------|---------|----------------|----------------|
| 0 | 0 | 18 | 26 | 142 |

Please provide any additional comments related to the online training format.

I really enjoyed this course!

I really enjoyed the group work and opportunities to ask questions for interviewing practice. I enjoyed this training.

I really enjoyed this training because it covered areas related to children in care and how to manage their cases that I have never been exposed to before.

I thought the training was very informative.

I really liked the group conversations more than the break out rooms. I felt we had better conversations during the group, not everyone would participate during the break out groups except one or two.

Motivational interviewing was very helpful!

I think the course could benefit from a process chart that demonstrates the workflow of activities on a typical case.

The only thing I would maybe change is the time given to complete breakout rooms. 15 minutes was way too long and we sat there on average of 7 minutes starting at each other. Maybe try 10 min.

I learned a lot this week thanks to both the modules and the Zoom sessions. The Zoom sessions I feel were crucial to the learning process.

It is difficult in completing all the moodle links while zoom training and shadowing during training. Would be more beneficial if the moodle link could be given at least a week prior to zoom training.

I liked this set of trainers for this segment! They were all really nice and knowledgeable.

What were the three most important things you learned from this training?

Examples of motivational interviewing

Engaging with Dads, ADT, Overview of Self-care.

Different types of interviewing skills, mental health referral steps, levels of treatment for substance use/abuse.

How alcohol and drug abuse affect the brain leading to a disease, the importance of motivational interviewing, and the importance of consensus building interview techniques.

How to best utilize motivational interviewing, behavioral indicators, how to engage families and victims of IPV carefully.

How to reflect questions, how to use positive terms when talking, how to not be accusatory.

I learned about where the screeners are located in TWIST and that TWIST will generate the correct screeners depending on age of child. I also learned why protective factors are so important in a child's development.

I learned many important things. I learned about mental health disorders and where we fit in the screening process for children and youth in OOHC. I learned about IPV and how we should attempt to address the situation and what signs we should look for if we suspect IPV. I also learned about child development and what is considered normal or inappropriate for a specific age range. We were also provided with many resources and the opportunity to research those specific to our area which I enjoyed.

I learned some new interviewing techniques, I learned tips for dealing with DVs, and I learned about types of treatment and supports in my community.

Interviewing skills

What other topics of information might help you more effectively perform your job?

I cannot think of anything I haven't already said.

I feel that additional information on forms and when/how they work in the zoom would be beneficial.

I feel that it was very informative I can't think of anything I would add.

I think we should be doing the zoom training in conjunction with the moodle in a more seamless way. There seems to be a bit of a disconnect between what we talk about in zoom vs what is addressed in moodle.

I would like to learn more about the paperwork we have to do, as it is the only things I feel like I really don not have any idea how to do.

More in-depth interviewing skills regarding investigating questions that could be useful on the job.

More on resources for children/families that are dealing with serious issues such as for example a child who has been accused of a serious crime.

What other recommendations would you make to improve this training?

Allow for the user to read through slides instead of automated voice.

I feel as though the module trainings were not covered most days during the Zoom sessions. The information did not align between the two. The information in the course was very vague and did not gear specifically to any one thing. I feel the information jumped around to various topics, and not all of the usable for the job.

I feel that I learn more by shadowing the person who is training me. I feel that this type of training should be done in person to get the most out of it. I feel that I miss out on learning experiences in the field because I am sitting behind a computer all week every other week playing round robin.

I felt as though some of the material was repetitive.

I had a difficult time finding the course initially. This isn't the first time this has happened. My course did not appear in foundations and there was no where to actually search for it. I had to follow a link that was emailed to me. I have also found it hard to keep up with training and work expectations. I had many obligations outside of training that were time sensitive. I have done better in past trainings when I've had one day off of zoom to actually get training assignments done. Otherwise, I am working off the clock to finish all I need to do. I haven't take a lunch one day this week either because of so many responsibilities and discrepancy with the zoom schedule.

I learned a lot this week thanks to both the modules and Zoom sessions. The Zoom sessions I feel were crucial to the learning process.

I like that we have the EKU help desk to help us. They are very fast at getting back with people.

I liked this set of trainers for this segment! They were all really nice and knowledgeable.

I really enjoyed the group work and opportunities to ask questions for interviewing practice. I enjoyed this training.

I really enjoyed this course!

I really enjoyed this training because it covered areas related to children in care and how to manage their cases that I have never before been exposed to before.

I think all the trainings should discuss one topic per week. For example, the first week discuss all of general duties of social worker, then the next week discuss all of central intake duties, then the next week discuss all of on-going worker duties, and so forth. I think mixing up all the information into all the trainings are overwhelming.



Discussion of Level 2 Results and Recommendations

The Level 2 data was collected through Pre and Post Tests to measure learning achieved by participants in Assessment Skills and Policies training. Overall, the test scores improved from the Pre-Test to the Post-Test. Of the forty questions, only five did not improve between the two. By looking at an improvement rate of 88%, one could conclude "learning" had occurred. However, a closer examination of the tests themselves may reveal a different conclusion.

The recommendation of this report is to develop proposed standards for the scores for each answer. For example, a 90% or greater standard would be acceptable for a question, 80-90% would be concerning, and anything less than 80% would be alarming. Currently, no such standards are in place.

Only twenty-three of the forty questions had an accuracy percentage of 90 or more. Nine questions had a percentage correct of 80-90%. And eight questions scored less than 79%. These numbers tell a different story than the 88% improvement mentioned above. If the information in the 80-90% and below 80% categories is vital to learning for this content, these questions should be scrutinized. For example, question 11 asks participants to choose what stage of the collaboration continuum is described in the scenario. In the Pre-Test, 46.12% of participants answered correctly. In the Post-Test, 47.42% answered correctly. There was an increase in the number who answered correctly. However, is less than half the class enough? Suppose the collaboration continuum is essential for an assessment. In that case, the Training Department should look at how to ensure more people understand what it is or look at possible reasons the scores are low (i.e., could the question need to be reworded, etc.). Such examination should be done with each question in low-scoring categories.

The strongest recommendation of this report is closer review of data for each cohort. The facilitators and curriculum team are sent reports for each training session monthly. This information could be utilized for ongoing improvements.

The following recommendations are also offered:

Level 1: Reaction

- During quarterly reconvene meetings, add "Evaluation Data" as an agenda item to ensure it is reviewed and discussed.
- Follow-up on comments regarding flow between online modules and face-to-face (Zoom) sessions. Rearrange modules if needed to ensure a more natural flow.
- Time-out the online modules to make sure they do not take longer than intended and allotted for.
- Reduce redundancy between asynchronous and synchronous sessions.. If participants are learning it online, do not spend time in Zoom teaching it again.
- Meet with upper management to discuss training protocols and time management. (Explore non-training issues.)
- Make modifications as needed, not at a yearly mark.

Level 2: Learning

- Conduct an in-depth review of the Pre and Post Test Questions.
- Develop standards on for an acceptable percentage of correct answers and what is not acceptable.
- Review the questions **each cohort** for questions testing important information, but consistently answered incorrectly.
- Amend lesson plans to emphasize the information that is consistently missed by participants.
- If the information is not vital to learning about assessment, remove the question from the Pre and Post Test.
- Develop a standardized method for evaluating the ADT assignment and collect data for future review.

Level 3: Behavior

- Meet with upper management to discuss using data from the Field Training Specialist program to evaluate behavioral changes.
- Start collecting data from FTS Mentors using the already developed Behavioral Anchors.

Level 4: Results

- Meet with upper management to discuss obtaining data from CQI Specialists' reports on Assessment data.
- With the requested data, explore any trends or patterns in the areas of: past-due assessments, assessment revisions, assessment extensions, etc.
- Use the new information to modify lesson plans to focus on specific needs.



These recommendations would take time and require extra work on the ECU TRC Facilitators, ECU TRC Curriculum Team, and CHFS-DCBS Upper Management. However, making changes to this course would not only mean providing the best material possible to meet new employee needs, but could also save CHFS-DCBS money in the long run by better preparing workers to complete valuable assessments, thus reducing PIPs, monetary fines during federal audits, and turnover. Those results would be well worth the effort.