THE CHILD WELFARE TRAINER DEVELOPMENT CERTIFICATE PROGRAM

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ABSTRACT: A multi-indicator evaluation of the Child Welfare Trainer Development Certificate Program was conducted. The assessment approach incorporated results from pre and post participant knowledge exams, self assessment of 33 trainer competencies and 61 specific skill areas, participant focus group discussion, participant learning and application logs, mail survey questionnaires, and nine individual workshop evaluations. Overall, the results indicated a high level of satisfaction, a participant perception of substantial learning and utilization of learning, and a participant belief that the program has offered them additional career opportunities and growth. From the participants' perspective, the program achieved its two goals of (1) developing child welfare trainers and (2) providing an opportunity for advanced training and development for experienced child welfare practitioners.

Key words: child welfare trainer development, child and youth care work

In recent years, there has been dramatic growth and transformation in the area of training and development for human service professionals such as child and youth care workers (Curry, in press; Curry & Chandler, 2002; VanderVen, 1990). The human services worker trainer has become a more visible presence to new as well as experienced practitioners. Training and development consultation can now be considered a legitimate career option for many human service professionals, at least on a part-time basis (National Staff Development and Training Association, 2000).

Over the last several decades, models of worker development, adult learning theory, and various competency-based approaches to human services worker training have been developed (Bayduss & Toscano, 1979; Bernotavicz, 1994; Caplan & Curry, 2001; Drews, Salus, & Dodge, Undated; Garfat, 2001; Harrington and Honda, 1986; Hills, 1989; Hughes & Rycus, 1989; Maier, 1979; Peters & Madle, 1991; Pettygove, 1981; Schink & Schilling, 1980; Taibbi, 1990; VanderVen, 1979).

Although there has been a recognition of the importance of worker competence and development resulting in a variety of training and development programs, relatively little attention has been given to the crucial area of trainer development. Few models of trainer competence and development have evolved in the human services (Bernotavicz 1995; Curry & Rybicki, 1995; National Staff Development and Training

Association of the American Public Welfare Association, 1997). In order to promote competent practitioners in human service professions such as child and youth care, the development of competent trainers must also be emphasized.

The intent of this article is to provide an overview of a program (Child Welfare Trainer Development Certificate Program) that attempts to address this need for trainer development. The Child Welfare Trainer Development Certificate Program (CWTDCP) is a trainer development program based on a model that was originally designed for the Education and Training Committee of the National Organization of Child Care Worker Associations, Inc. (Currently, the Association for Child and Youth Care Practice, Inc.). A basic assumption of the model is that the most effective child and youth care worker trainers have a high level of competence in two sets of knowledge, attitude, and skill: (1) general/core child and youth care competencies and (2) general/core trainer competencies. Assessment and development of competence in these two areas can promote the development of existing and potential trainers in child welfare. The CWTDCP adapts the model to include trainers of various workers in child welfare (in addition to child and youth care workers). The reader is referred to Curry & Rybicki (1995) for a more in-depth review of the child and youth care worker model of trainer competence and development. The remaining content of this article will provide a brief description of the CWTDCP followed by a summary of a multi-indicator evaluation of the program.

Program Description

The CWTDCP is an 18-month certificate program of "learning and doing" experiences. The program is a response to a need for (1) the development of child welfare trainers with current or recent on-the-job experience and (2) an opportunity to provide advanced training and development for experienced child welfare practitioners. The CWTDCP is one of four programs that constitute the "Summit Developmental Training Approach." Summit County Children Services (Akron, Ohio) has identified several key developmental transition points/times when training can provide assistance in career development. There is an organizational belief that associated with each of these strategic times are opportunities to influence one's professional identity and commitment to child welfare. The CWTDCP is targeted for experienced child welfare professionals who want to take a leadership role within the organization and the profession by providing training and development activities. The reader is referred to Caplan and Curry (2001) for a description of the Summit Developmental Training Approach.

The CWTDCP is administered through the Northeast Ohio Regional Training Center (NEORTC), located at Summit County Children Services. The NEORTC provides training to a 14 county region in northeast Ohio. Eighteen trainer trainees from seven counties participated in the pilot program and program evaluation. These program participants were involved

(or planned to be involved) in the training of various child welfare practitioners including: child and youth care workers, social workers, case aides, and supervisors. Other caregivers such as foster, adoptive and kinship care providers, as well as community volunteers and other interested citizens were also targeted to be trained by the program participants. Agency directors recommended the participants for the program based on an assessment of the worker's level of skill in child welfare and the participant's interest in taking a leadership role through training and development.

The CWTDCP utilizes an expanded training approach that includes before and after the workshop expectations for various training partners including: participants, supervisors, agency administrators, and training personnel. A signed "Agreement of Expectations" among the participants, supervisors, agency directors, and NEORTC representative is required. Another basic assumption of the program is that successful training programs involve a collaborative effort among various key players before, during, and after training. Clarification of program goals, and key player roles, responsibilities and interpersonal expectations in these before, during and after stages of the training process facilitates training program success (Curry, Caplan & Knuppel, 1994).

Another component of the CWTDCP is the use of 33 trainer competencies for participant needs assessment, program development and program evaluation. A later section of this paper will provide examples of these competencies and participant competencies' assessments. Five major content areas address the 33 competencies. These content areas include: (1) learner needs and characteristics, (2) instructional strategies, (3) group knowledge and skill, (4) organization/environment, and (5) professional integrity factors. Nine workshops were initially conducted that corresponded to the competencies and five major content areas. A tenth workshop (Training technology) was added based on the results of the program evaluation. Although a major assumption of the program is that effective child welfare worker trainers have competence in both child welfare and training, the program primarily focuses on trainer competence. Selected program participants already have demonstrated competence in child welfare.

Other program elements include participation as part of a cohort learning team, the administration of pre and post written examinations, feedback from program mentors, the completion of "homework assignments" by the participants, the maintenance of participant individual learning logs, and the completion of the "Checklist of Accomplishments" that includes the activities previously mentioned. Examples of other activities on the checklist include developing of a personal mission statement and brochure and making a group presentation of program learning in the five content areas to agency directors and other child welfare leaders in Ohio. A certificate of program completion is awarded to participants who complete all activities on the Checklist of Accomplishments.

Program Evaluation
   Three months after the eighteen trainer trainees completed the program, an evaluation of the CWTDCP was conducted. The evaluation involved a synthesis of a variety of both qualitative and quantitative indicators. The first three levels (Reaction/satisfaction, learning, and transfer of learning) of Kirkpatrick's widely accepted model of training evaluation were emphasized in the evaluation (Kirkpatrick, 1975). Program relevance and career development issues were also explored since they were central to the program's objectives. In addition, program support factors were assessed. The evaluation results have been used to modify the CWTDCP for a new group of trainer trainees.

Process and Instrumentation
   Pre and post knowledge tests were administered to the participants before and immediately following the nine training content areas. Paired t-test analysis (pre to post) was conducted on each of the test items. Also coinciding with each of the workshops was the administration of the Ohio Child Welfare Training Program Evaluation form immediately following the training. An overall mean evaluation score for each of the workshops was recorded. Post and retrospective pre self-assessment ratings of the 33 trainer competencies were obtained from the participants one month after program completion. The participants assessed their current level of competence (scale from 1 to 6) on the 33 competencies. They were then asked to complete an assessment of their competence level as they perceived it to be prior to the start of the program. Similarly, post and retrospective pre self-assessments of 61 specific trainer skill areas demonstrated in training were obtained from the participants one month after training. The participants were asked to self assess their most recent training utilizing the Trainer Monitoring Instrument (TMI). They were then asked to assess a workshop they conducted prior to the training using the same instrument. The 61 skills pertained to five areas (Preparation, presentation skills, responsiveness to participants, knowledge of subject matter, and closure). A three-point rating scale was utilized (1=not evident/low skill, 2=somewhat evident/adequate skill, 3=evident most of the time/high skill).
   Participant input into the evaluation was also obtained with the use of a mail questionnaire survey sent to the participants three months after completion of the program and a focus group conducted one month following the program. Participant learning and application logs were also reviewed as part of the evaluation process.

Analysis
   Descriptive statistics (frequency counts, percentages, means, and standard deviation scores) were conducted on all 16 survey items as well as on all of the self-assessment ratings. Paired t-test analysis was performed on each of the self-assessment items as well as the pre and post

knowledge exams. The focus group responses, personal learning logs and the open-ended items on the mail questionnaire survey were examined for common themes.

Table 1

Mail Survey Questionnaire Results		
Item Description	Mean	S.D.
1. Workshops are scheduled in locations that allow easy access.	4.67	.49
2. Staff are easily accessible and responsive to my questions, needs, and suggestions concerning the Trainer Certificate Program.	4.92	.29
3. The training facilities are comfortable and conducive to learning.	4.42	.9
4. I was provided adequate notification of training locations, dates, and times.	4.75	.62
5. The trainers are experts in the content areas they train.	4.75	.45
6. The Trainer Certificate Program content is relevant for my current duties.	4.25	.62
7. The "homework" assignments have helped me to continue learning and and applying my learning on the job	3.75	.75
8. Completing the Personal Learning Logs have helped me to continue learning on the job.	3.25	1.14
9. The Trainer Certificate Content is relevant for my future career plans.	4.67	.65
10. The program will help me become a more effective trainer.	5.00	.0
11. I am very satisfied with the Trainer Certificate Program.	4.92	.29
12. I have learned a substantial amount of information about child welfare raining.	5.00	.0
13. I have used what I have learned in training on the job.	4.75	.45
14. The "Agreement of Expectations" helped me to understand the program expectations for participants, supervisors, directors, trainers and RTC personnel.	3.75	.87
15. My supervisor has encouraged me to attend the program sessions and complete homework assignments.	3.17	1.19
16. My agency director/administrator has encouraged me to attend the program and complete homework assignments.	2.92	1.31

RESULTS

Participant Satisfaction

Clearly, the participants indicated a high level of satisfaction with the program. All of the respondents either agreed or strongly agreed with items #11 (I am very satisfied with the Trainer Certificate Program) and #2 (RWCP staff are easily accessible and responsive to my questions, needs, and suggestions concerning the Trainer Certificate Program). These items were among the most highly rated. Both items had a mean score of 4.92 out of a possible 5.0. See table 1. In general, participants stated that they were grateful to have been a part of the pilot experience. For example, one participant made the following comment on the survey. "I will be forever grateful for the opportunity to be in this program." "It was a wonderful experience." Another respondent stated 'I appreciate having the opportunity to complete this program and feel it was extremely beneficial."

All of the respondents also agreed that the workshops were scheduled in convenient locations (item 1). All but one indicated that the training facilities were comfortable and conducive to learning (item 3). All but one indicated that they received adequate notification of training locations, times, and dates (item 4).

The OCWTP evaluations, which were completed immediately after each workshop, also indicated a high level of satisfaction with the program. Average workshop ratings, on a five-point scale (1=poor, 2=fair, 3=good, 4=very good, 5=excellent), ranged from 4.3 to 5.0. See table 2.

Table 2

Overall Mean Evaluation Ratings for Trainer Development Content Areas	
Workshop Title	Rating
The Training Cycle and the Needs Assessment Process	4.4
Training of Trainers - Presentation Skills	5.0
Transfer of Training and Adult Learning	4.3
Developing Culturally Responsive Workers	4.9
Curriculum Development	4.3
Creative Training Techniques	4.9
Group Process in Training	4.6
Coaching Skills	4.6
Ethical Issues in Training	4.4

Note: The rating criteria is as follows: 1=poor, 2=fair, 3=good, 4=very good, 5=excellent.

Learning/Perceived Learning

Overwhelmingly, the respondents indicated that they learned a substantial amount of information about the training of child welfare workers. All of the respondents to the survey questionnaire stated that they strongly agreed to item #12 (I have learned a substantial amount of information about child welfare training). Refer back to table 1. The mean score for this item was 5.0.

Through the open-ended questions on the survey and the focus group, the participants provided examples of what they learned. These included knowledge and skills such as concrete ways to organize a workshop, how to use flipcharts for maximum class benefit, how to "texturize" presentations, how to handle "problem" participants, how to supplement training with different media and how to develop creative training techniques to make learning fun. Recognizing the importance of preparation and coordination of the various components of training as well as identifying differences in learning styles and how to tailor methods to appeal to those differences was cited by almost all of the participants. A variety of methods and techniques to reinforce learning, retention, and transfer of learning was also emphasized. Other learning attributed to the program included how to utilize one's own strengths to develop informative and interesting programs, how to incorporate concepts of culture into content and promote cultural competence, and an understanding of ethical considerations as a trainer. In addition, other elements of the program were cited such as how learning groups function and how to analyze training content and understand why some training is effective and inspiring while others is tiring and uninspiring. The trainer development group as a learning team was valued and credited with the sharing of individual expertise and knowledge of training resources.

In addition to increased knowledge and skill, there seemed to be a change in the participant's professional outlook. For example, one participant stated that s/he learned how to think as a trainer, always looking for training materials/resources/ideas from a variety of sources. Several participants mentioned that they now process training information at two levels; (1) understanding the training content (the participant's/learner's perspective) and (2) observing the process of training, learning new techniques to possibly use as a trainer (the trainer's perspective).

In the affective domain, participants indicated that they had a high level of confidence as a trainer. However, various participants mentioned that during the training, there were periods of time when their confidence was low. They mentioned that they became aware of how much they did not know (unconscious incompetence). Also, when trying out new skills, they sometimes experienced a "results dip" in performance until they were more comfortable performing the new skill.

Paired t-test analysis comparing post self-assessments of 33 competencies with retrospective pre self-assessments resulted in statistically significant gains in all but one competency (Competency #2 – Trainer knows the wide-ranging demands involved in child welfare work). As expected, the pre assessments on competency #2 were high since the participants were admitted into the program based upon a high level of knowledge and skill in child welfare. Therefore, a significant gain was not predicted. The three highest rated post group mean scores were competencies #2 (Trainer knows the wide-ranging demands involved in child welfare work), #14 (Trainer can develop and implement role plays and guided rehearsal), and #28 (Trainer knows how environmental factors can promote or prohibit transfer of learning). Ten of the 33 competencies (30%) resulted in a perceived two-point gain from pre to post (6 point rating scale). See table 3.

The results of the competencies assessments reflect that the participants perceive that they have sound instructional skills including the use of structured exercises, as well as knowledge of ethical standards and principles of transfer of learning.

Results from the pre and post tests were mixed. Paired t-test analysis revealed that the most satisfactory outcomes occurred in four training workshops: Group Process in Training, Creative Training Techniques, Transfer of Training and Adult Learning, and Curriculum Development. The least satisfactory workshops included: Overview of the Training Cycle and Needs Assessment and Training of Trainers-Presentation Skills. In these two workshops, substantial knowledge gains were found on few items and losses were computed on several items. Falling in between the most satisfactory outcomes and least satisfactory outcomes were two workshops, Coaching Skills and Cultural Competence.

Part of the reason for the mixed results from the pre/post test analysis is probably due to test instrument construction difficulties. The trainers were contracted to construct the test items for the workshops they conducted. There was no common consistency in the structure and format of the tests. Also, the trainers may have had different levels of expertise in test construction. The trainers were utilized for their trainer training expertise rather than knowledge and skill in test development.

The results also hint that a test construction and utilization learning curve may have been in effect. For example, a trainer of one of the first workshops presented, stated that s/he did not cover all of the content that was contained in the test. The workshops with least satisfactory gains occurred earlier in the program while those with more satisfactory gains were conducted toward the end of the two-year program. The trainers, NEORTC personnel, and participants may have learned how to better utilize the tests by the end of the program.

Table 3

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Post and Retrospective Pre Assessment
of 33 Trainer Competencies

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Competency	Pre	Post	Gain
1. Trainer knows adult and career development and adult learning theory.	2.5	3.9	1.4
2. Trainer knows the wide-ranging demands involved in child welfare work.	4.4	5.0	.6
3. Trainer can assess worker competence level and professional development.	3.1	4.2	1.1
4. Trainer can assess level of worker's motivation and burnout.	3.3	4.4	1.1
5. Trainer can identify participant expectations as well as"learners'" "vacationers," and "prisoners" in the workshop.	3.1	4.9	1.8
6. Trainer can assess workers' learning styles or preferences.	2.4	4.3	1.9
7. Trainer can differentiate between a performance problemdue to a lack of knowledge and skill and a problem of execution (training problems from non-training problems).	2.7	4.4	1.7
8. Trainer can set learning and application objectives to respond to individual and organizational need.	2.6	4.4	1.8
9. Trainer knows instructional techniques and their appropriate use to achieve desired training objectives.	2.5	4.5	2.0
10. Trainer can communicate workshop objectives as well as clarify unrealistic expectations.	3.1	4.6	1.5
11. Trainer can effectively utilize audio-visual equipment including video-cassette recorder, overhead projector, and flip chart.	2.6	4.5	1.9
12. Trainer can demonstrate effective lecture presentation skills.	3.1	4.9	1.8
13. Trainer can develop and use structured exercises other than role-play.	2.6	4.6	2.0
14. Trainer can develop and implement role plays and guided rehearsal.	2.4	4.2	1.8
15. Trainer can effectively use stories, analogies, quotes, real life experiences, etc.	3.4	5.1	1.7

Table 3--continued

Competency	Pre	Post	Gain
16. Trainer can utilize questions effectively.	3.1	4.5	1.4
17. Trainer can develop and utilize learning retention strategies such as the use of mnemonic devices, advanced organizers, logical ordering of presentation, and connecting new information to previously learned information.	2.4	4.2	1.8
18. Trainer can bring closure to a session while obtaining commitment to continue learning by using new ideas on the job.	2.3	4.3	2.0
19. Trainer can engage participants in an action planning process to promote transfer of learning.	2.3	4.3	2.0
20. Trainer knows key factors affecting the learning and transfer of learning process.	2.2	4.4	2.2
21. Trainer can assess and intervene in the learning and transfer of learning process before, during and after training.	2.1	4.1	2.0
22. Trainer knows how groups function including how they form, develop, and end.	2.9	4.5	1.6
23. Trainer can enable group participant leadership, conflict management, and problem solving.	2.6	4.4	1.8
24. Trainer can prevent and manage behavior problems in the workshop setting.	2.6	4.4	1.8
25. Trainer can utilize reflective listening, summarizing, and other feedback skills.	3.1	4.8	1.7
26. Trainer knows and can train according to ethical standards for trainers (Ex. Guidelines developed by the Coalition of Adult Education Organizations, 1993).	2.6	4.6	2.0
27. Trainer knows how and can integrate core values from the child welfare profession into the content of training (Ex. Promoting culturally responsive practice and maintaining family ties).	3.2	4.9	1.7
28. Trainer knows how environmental factors can promote or prohibit transfer of learning (Ex. Support from supervisor and co-workers, opportunity to use new learning).	3.0	5.0	2.0
29. Trainer can utilize the workshop environment to promote learning and application of learning.	2.6	4.5	1.9

Table 3--continued

Competency	Pre	Post	Gain
30. Trainer knows specific transfer tools/application aides and other transfer of learning strategies that can be used on the job before and after training.	2.2	4.2	2.0
31. Trainer can identify an organization's goals, roles, rules, and interpersonal expectations that could impact on learning or the transfer of learning process.	2.4	4.6	2.2
32. Trainer can convey to key individual's within the organization the importance of intervening in the before, during, and after stages of formal training to promote change.	2.6	4.5	1.9
33. Trainer can develop plans with key organization individuals to intervene before, during and after training	2.6	4.4	1.8

Note. All items/competencies are significant at $p < .05$ except item #2.

Transfer of Learning

In addition to learning new trainer skills, participants indicated that they applied what they learned in training on the job. All of the participants agreed or strongly agreed to item #13 (I have used what I learned in training on the job). Refer back to table 1. The mean score was 4.75. Comments from the respondents provided numerous examples of training application. One participant stated s/he applied the learning in planning for training, developing curriculum, and in the mechanics of conducting training. Another stated that s/he applied the learning with new employees on the job and in orientation. An increased confidence in training ability was a common theme mentioned. Another common theme was the utilization of specific presentation skills such as the use of the flip chart and how to calm a case of the "jitters." The incorporation of creative strategies and cultural content into existing training was also mentioned by several. Several also indicated that they prepared and conducted training with transfer of learning in mind. Specific examples such as the use of before and after the workshop reminder cards, letters to supervisors, and surveys were listed.

Table 4

POST AND RETROSPECTIVE PRE PARTICIPANT
ASSESSMENTS OF TRAINING

Trainer Skill/Behavior	Pre	Post	Gain
Preparation			
A1. Arrived early to setup/prepared for workshop.	2.3	3.0	.7 *
A2. Connected with the group before presentation.	1.6	2.5	.9 *
A3. Clearly stated time frames.	1.8	2.5	.7 *
A4. Reviewed main points from previous session.	2.2	2.8	.6 *
A5. Assessed participants knowledge..... (WIIFM).	1.3	2.7	1.4 *
A6. Clearly stated goals and learning objectives.	2.2	2.9	.7 *
A7. Provided an overview of the session.	2.1	2.9	.7 *
A8. Helped participants recognize importance	2.0	2.8	.8 *
A9. Introduced "Idea Catcher" and stated importance	1.2	2.2	1.0 *
A10. Clarified participant expectations	1.6	2.6	1.0 *

All of the participants stated that they continued to train in their agencies. Two of the participants have successfully trained for the NEORTC and several others have presented at national conferences. They stated that they incorporated much learning from the program into their presentations.

The participants also indicated that they used the training in non-training areas. For example, several participants stated that they used coaching strategies with the workers they supervise. Others mentioned that they used group process information and skills in conducting and participating in team meetings. One respondent mentioned that she used content materials in group work with adults and adolescents.

Paired t-test analysis of the responses to the TMI indicated statistically significant increases (p < .05) from pre to post on 54 of 61 trainer behaviors/skills (89%). See table 4. Twenty skills (33%) increased by at least one point (on a three-point scale). The participants indicated major changes in their training behavior from pre to post program involvement.

Only seven skills did not achieve a statistically significant gain (p < .05). Several of these skills areas were not at a low level prior to the program. Therefore, significant change was not expected. These trainer skills were already in use. It is worth noting that use of computer programs (b7k) was the lowest rated skill before and after the program. The CWT-DCP did not train to this area. However, the current CWTDCP has included this increasingly important trainer skill area.

Table 4--continued

Trainer Skill/Behavior	Pre	Post	Gain
Presentation Skills			
B1. Presented material in an organized sequence.	2.2	2.9	.7 *
B2. Used a variety of training methods to meet various learning styles.	1.6	2.9	1.3 *
B3. Used appropriate eye contact (4-6 seconds).	2.4	2.9	.5 *
B4 Moved closer and/or entered group at appropriate time.	2.2	2.8	.6 *
B5. Used appropriate volume, rapidity of speech...	2.3	2.8	.5 *
B6a. Compare and contrast	1.7	2.3	.6 *
B6b. Quotation	2.1	2.5	.4 *
B6c. Examples/illustrations	2.1	2.9	.8 *
B6d. Mnemonic devices	1.1	1.7	.6 *
B6e. Analogy	1.8	2.3	.5 *
B6f. Rhetorical questions	1.7	2.2	.5 *
B6g. Word play	1.3	1.7	.4
B7a. Small group exercises	1.7	2.5	.8 *
B7b. Overhead	1.4	2.0	.6
B7c. Real life experiences	2.6	2.8	.2 *
B7d. Role play	1.4	2.1	.7 *
B7e. Marking board	2.0	2.6	.6 *
B7f. Case examples	2.4	2.7	.3
B7g. Handouts	2.7	2.9	.2
B7h. Bibliography	1.6	2.1	.5
B7i. Film/video	2.1	2.7	.6
B7j. Flip chart	1.5	2.8	1.3 *
B7k. Computer programs	1.0	1.2	.2
B8. Spoke in complete sentences and minimized "ums."	2.1	2.8	.7 *
B9. Helped participants think of case examples...	1.9	2.7	.8 *

Table 4--continued

Trainer Skill/Behavior	Pre	Post	Gain
B10. Delivered content within required time.	2.1	2.7	.6 *
B11. Kept hands above the waist.	1.7	2.9	1.2 *
B12. Used natural, well timed gestures.	1.8	2.9	1.1 *
B13. Words, voice, and body language were congruent.	2.0	2.8	.8 *
B14. Highlighted key points.	1.9	2.9	1.0 *
B15. Used audience participation to stimulate interest.	2.1	2.8	.7 *
B16. Stressed application of skills in the workplace.	1.6	2.7	1.1 *
B17. Injected humor appropriately.	2.2	2.8	.6 *
B18. Provided opportunities to practice.	1.2	2.3	1.1 *
Responsiveness to Participants			
C1. Demonstrated interest in participants.	2.4	2.9	.5 *
C2. Paced material according to participants' ability.	2.0	2.8	.8 *
C3. Actively listened to the group.	2.2	2.9	.7 *
C4. Involved participants in Q & A session.	2.3	2.9	.6 *
C5. Managed tension and confrontation.	1.6	2.6	1.0 *
C6. Balanced group participation.	1.7	2.5	.8 *
C7. Used involvement activities to meet learning objectives.	1.5	2.8	1.3 *
C8. Used group's cultural diversity to promote learning.	1.2	2.3	1.1 *
Knowledge of Subject Matter			
D1. Used a variety of examples to illustrate...	1.9	2.9	1.0 *
D2. Provided examples of when and when not...	1.4	2.1	.7 *
D3. Integrated cultural concepts into the subject matter.	1.1	2.2	1.1 *
D4. Referred questions to appropriate areas when not...	2.1	2.9	.7 *
D5. Appeared to understand the job of participants.	2.2	2.9	.7 *
D6. Helped connect new info. to previously learned info.	1.8	2.8	1.0 *

Table 4--continued

Trainer Skill/Behavior	Pre	Post	Gain
D7. Adapted material to fit the participants' work settings.	2.1	2.8	.7 *
D8. Training reflected much prior preparation... flowed smoothly.	1.8	2.9	1.1 *
D9. Appeared to know what he/she was talking about.	2.5	2.9	.4 *
Closure			
E1. Summarized the main points of presentation.	1.9	2.8	.9 *
E2. Utilized action plans and idea catcher.	1.2	2.5	1.3 *
E3. Brought the presentation to closure...	1.8	2.9	1.1 *
E4. Emphasized importance of transfer...	1.4	2.5	1.1 *
E5. Appeared to motivate participants to apply ...	1.5	2.3	.8 *
E6. Administered evaluation.	1.8	2.8	1.0 *
E7. Available after class for Q & A.	2.5	3.0	.5 *

Note. *$p < .05$.

In general, the data on transfer of learning presented above indicates that the Child Welfare Trainer Development Certificate Program was highly successful in significantly increasing trainer skills on the job.

Program and Support Components
Overall, the program and support components were less highly rated than the outcome indicators previously mentioned. Refer back to table 1. However, there was considerable variance among the ratings. The most highly rated item was #5 (The trainers for the Trainer Certificate Program are experts in the content areas they train). This item had a mean rating of 4.75. The next highest rated items were #7 (The "homework assignments" helped me to continue learning and applying my learning on the job) and #14 (The agreement of expectations helped me to understand the program expectations....) with mean ratings of 3.75. Item #8 (Completing the Personal Learning Logs helped me to gain a greater depth of understanding) had only a 3.25 mean rating. Four of the twelve respondents disagreed that the Personal Learning Logs were helpful. Comments from the survey questionnaire and focus group indicated that there was a need for more participant guidance and direction in completing the logs. Several participants mentioned that they did not complete the homework assignments and logs in a timely manner. One participant suggested that the

logs and assignments should be integrated into the review sessions before starting new content areas. Another suggested an orientation session prior to the program commencement.

The lowest rated items included item #15 (My supervisor encouraged me to attend the Trainer Certificate Program sessions and complete homework assignments) and item #16 (My agency director/administrator has encouraged me to attend the Trainer Certificate Program and complete "homework assignments"). The mean scores for items #15 and #16 were 3.17 and 2.92. Comments indicated that the supervisors and administrators provided time for the participants to attend the training sessions but generally had little involvement in other program components. Since supervisor and administrative involvement was considered an important part of the program, strategies to increase their participation should be considered.

Relevance and Career Development

All three items from the participant survey in this area (#6, #9, & #10) were highly rated (Refer back to table 1). One participant placed an exclamation point after each "strongly agree" rating for all three items. The highest rated of all 16 items was #10 (The Trainer Certificate Program will help me become a more effective trainer). All respondents strongly agreed with a mean rating of 5.0. All but one participant either agreed or strongly agreed to item #6 (The Trainer Certificate Program content is relevant for my current job). One participant was undecided. Eleven of twelve also agreed or strongly agreed to item #9 (The Trainer Certificate Program content is relevant for my future career plans). One person was undecided to this item. Participant comments reinforced the high ratings on the survey. The comments reflected a sense of confidence that the training was practical, the knowledge and skills could be used immediately and the training would benefit their professional development. Overall, there was a strong perception of relevance for current and future career plans as well as a belief that the program will help them become effective trainers.

DISCUSSION

The program participants strongly endorsed the program's relevance for current and future participant career goals. There was a high level of satisfaction with the program and NEORTC staff as well as perception of substantial learning and utilization of the learning. The participants also strongly believed that the program would help them to become more effective trainers. From the participant's perspective, the program achieved its two goals of (1) developing child welfare trainers and (2) providing an opportunity for advanced training and development for experienced child welfare practitioners.

Areas that need further examination mainly pertain to a need for more effective utilization of the Personal Learning Logs and timely com-

pletion of program assignments by the participants, as well as strategies for increasing administrative/supervisory support for the program from some of the agencies. Participant suggestions such as providing a better orientation to program requirements, shortening the length of time between sessions, etc., should also be explored. Finally, the structure, format, and item composition of the pre and post test instruments should be improved. These suggestions are currently being incorporated into the program.

Although the previously described evaluation/research study is limited to one program and 18 participants, the results provide encouragement for further development of programs to support trainer development in human service areas such as child and youth care work.

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