**Data Collection Methods\***

|  | **Learning Management and Registration System** | **End-of-Course Survey** | **End-of-Course Survey** | **Follow-up Survey (TBD❖)** | **Knowledge Assessment (TBD❖)** | **Skills-Based Rubrics (TBD❖)** |
| --- | --- | --- | --- | --- | --- | --- |
| Level being evaluated | Level 1 Participation | Level 2 Perceptions  | Level 2 Perceptions Level 3 Knowledge Attainment | Level 3 Knowledge Attainment Level 4 Skill Demonstration Level 5 Skill Transfer Level 6 Workforce Impact | Level 3 Knowledge Attainment | Level 4 Skill Demonstration Level 5 Skill Transfer |
| How / when information is collected | Data pulled at the conclusion of each course and as needed for other reporting needs  | Administered each day for multi-day courses, except last day | Administered 2-3 months after a course ends | Administered 2-3 months after a course ends | Administered before (pre-test) and after (post-test) New Worker Training | Administered during training (e.g., simulations) and after training (e.g., during on-the-job supervision) |
| What information is collected | Participation data (individual, course, and Academy level) Number of courses offered Number of learners attending individual courses and courses overall Learner demographics | Learners’ engagement with, and perceptions of, the training Learners’ initial reactions to, and feedback about, the training Learners’ self-report related to knowledge acquisition and confidence | Learners’ feedback on trainer effectiveness Learners’ perception of curriculum relevance Learners’ self-reported knowledge and skill acquisition Learners’ intention to use new knowledge and skills on-the-job Learners’ feedback on the course overall | Learners’ skill and knowledge transfer to the job Impact of the training on learners’ job satisfaction, feelings of competence to do their job | Learners’ knowledge acquisition and retention | Learners’ skill acquisition and demonstration Learners’ skill and knowledge transfer to the job |
| Evaluation questions | How many courses were offered? How many learners attended? What are the learner demographics? | To what extent are learners engaged? What were learners’ reactions to the training? What suggestions do learners have about the course? | To what extent are learners engaged? What were learners’ reactions to the training? To what extent do learners report new knowledge acquisition? To what extent do learners feel confident in how to use the new knowledge and skills? What suggestions do learners have about the course? | To what extent do learners exhibit increased job satisfaction or competencies related to their work as a result of the training? | To what extent did learners acquire and retain the intended knowledge? | To what extent are learners able to demonstrate skills and knowledge acquired during the training? To what extent are learners able to apply the acquired knowledge and skills on the job? |

\*Data collection methods to examine Workforce Impact (Level 6) and Broader Impact (Level 7) are still being determined.

❖TBD = To Be Developed. Several evaluation components still need to be developed. This document will be updated continuously to reflect updates and changes.

Training content developed and delivered by the MNCWTA follows the Minnesota Child Welfare Practice Competencies.