Developed by:
The Institute for Human Services
for the Ohio Child Welfare Training Program

The following groups contributed to and provided support for the development of the Trainer Handbook:
OCWTP Steering Committee
OCWTP Trainers
OCWTP Trainer Development Work Team
Congratulations on becoming an Ohio Child Welfare Training Program trainer!

Welcome to the Ohio Child Welfare Training Program (OCWTP)! You and your colleagues are some of the most highly trained, knowledgeable, and experienced trainers in North America. We value the expertise you bring to the OCWTP and look forward to working with you.

This manual contains a series of reference articles designed to provide you with important information about your role as a trainer, and the support you can expect from the OCWTP. It builds on the information contained in the Quick Reference Guide for Prospective Trainers. These reference articles and additional resources can be found on www.ocwtp.net in the “For Trainers” section.

Your OCWTP partners are happy to answer any further questions you may have and are available to provide whatever assistance you need to continue your trainer development. Please contact TrainerDevelopment@ihs-trainet.com with any questions.
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NEW TRAINER TASKS

Once your materials are reviewed and all requirements are met, you will be approved as an OCWTP trainer. An announcement of your approval, including your contact information, experience, approved learnings, and willingness to travel, will be sent to all OCWTP Regional Training Center (RTC) Directors and Coordinators and Adoption Sub-Contract Agency Liaisons.

Your application materials, learning outlines and associated written materials will be stored in your electronic file on SharePoint, a Microsoft web application platform, the Institute for Human Services (IHS) uses to store and share documents securely. Only IHS staff, RTC staff, and the Ohio Department of Job and Family Services (ODJFS) have access to folders on SharePoint. Only select Trainer Development staff at IHS can make changes to documents and add or delete documents. Trainers do not have access to SharePoint.

You will receive an email stating you are now an approved trainer. This email is your signal to complete the following tasks:

Send a Follow-Up Email

You may want to send a follow-up email to each RTC and Adoption Sub-Contract Agency (if applicable) to provide more information about yourself and offer to answer any questions they may have about your learnings or area of expertise. You should not directly market to the public child welfare county agencies.

Sample email:

Good afternoon Regional Training Staff,

My name is Trey Knar and I am a newly approved OCWTP trainer. I believe you recently received my new trainer announcement. I am excited about using my 15 years’ experience as a supervisor in a new way and sharing what I have learned with others. I am also interested in expanding my training content to address issues of secondary trauma.

Please let me know if you would like to hear more about my expertise or have any questions about the trainings I can provide. I look forward to working with you.
Log into E-Track

Please familiarize yourself with E-Track, our learning management system. Use this link [http://e-track.knowledgeowl.com/help/facilitators](http://e-track.knowledgeowl.com/help/facilitators) to go to the E-Track Facilitator training page. The training page will guide you through locating, logging into, and navigating E-Track as well as assessing your facilitator training data.

Set Up Your Payment

You will receive three emails from Laura Howell through DocuSign - one for each form required to establish your payment profile with IHS and a copy of the trainer agreement. If you do not complete each of the forms, DocuSign will send reminder emails weekly until each document is completed. Failure to complete these forms can delay your payment for completed trainings.

The three emails you will receive

1. **Vendor Information Request** – This form provides IHS with your legal name, contact information, mailing address, and Social Security number for payment and tax purposes.
2. **Vendor Direct Deposit Authorization Form** – This form will provide IHS with the necessary information to issue payments to you through Direct Deposit. When a payment is issued to you, you will receive an email outlining what you are being paid for, how much you are being paid, and when to expect payment.
3. **Trainer Agreement**

Write Your Biographical Paragraph

As a new trainer, you will need to prepare a biographical paragraph (bio) that is entered in E-Track and used to advertise your learnings. Your bio should be no more than three to four sentences long. The following information should be included for the OCWTP to meet the requirements of the Counselor, Social Work and Marriage and Family Therapist Board and keep our provider status:

- University, College or Technical School attended
- Year graduated
- Major(s) and Degree(s)
- Professional licenses held
- Current and previous experience in your area of expertise

It is preferred to note the year started (ex. 1998) rather than years of experience (ex. for 14 years).

Verify You Will Receive Communications

You should verify with Debra Sparrow (dsparrow@ihs-trainet.com) that you have been added to the list to receive two OCWTP missives. The first is **Common Ground**, the OCWTP trainer e-newsletter and the second is **Trainer News**, an email sent to share important information, as needed.
Register for Required Training of Trainers (TOT) Workshops

As part of our efforts to fully prepare trainers, we have designed a series of trainer development learning activities known as Training of Trainers (TOTs). You are required to attend three (3) TOTs. The three TOTs are:

1. **Stand Up and Take Charge of the Learning Environment** - you must complete this training before you become a trainer.
2. **CAPMIS CONCEPTS – Training of Trainers** – **You** must take this training within your first year of becoming an OCWTP trainer. **Please Note:** Caseworker Core and Caseworker CAPMIS – you must complete the CAPMIS TOT **before** you can be approved to train these standardized workshops.
3. **Addressing Diversity Issues in your Training** – **You** must take this training within your first year of becoming an OCWTP trainer.

Contact [Debra Sparrow](mailto:dsparrow@ihs-trainet.com) to register.
COMPETENCY-BASED LEARNING

Competency-based learning is a complex, integrated system for the delivery of learning activities to ensure staff and caregivers develop the knowledge and skill necessary to meet an organization’s goals and objectives. The Universe of Competencies is Ohio’s comprehensive listing of all the knowledge and skills required for child welfare staff and caregivers to do their jobs. This “universe” is the essential driving force behind the OCWTP’s Comprehensive Competency-Based In-Service Training (CCBIT) System.

Watch a short video that explains the OCWTP’s comprehensive, competency-based in-service training system.

Competencies

Competencies are statements of skill and knowledge required to accomplish specific job tasks. There are separate sets of competencies for each learning population (i.e. trainers, caseworkers, supervisors and caregivers). They are further divided into major groupings and topics within those groupings.

- **Core** includes topics important and necessary for all staff or caregivers in the learning population such as assessment, casework process, and child development.
- **Specialized** includes topics in specialized areas of child welfare practice such as sexual abuse, foster care, and adoption Caregivers.
- **Related** includes topics in areas related to child welfare practice such as substance abuse and mental health.
There are multiple topics within each grouping for each learning population. Examples of topics in the caregiver’s “fundamentals” grouping include: Role on the Child Protection Team, Constructive Behavior Management, and Permanency. The topic describes the area of focus within child welfare.

Within each topic, competencies are organized into skill sets. Skill sets describe the behaviors caseworkers, caregivers, or adoptive parents will be able to do. Skill set statements begin with, “Ability to…”

Each skill set is broken down into competencies, which are organized by level of learning: awareness, knowledge and understanding, application to the job, and skill development.

The competencies are the criteria used to assess individual learning needs. Statewide, regional, and agency training needs are determined by aggregating data from the individual learning needs. In addition, the competencies guide the development of the OCWTP’s learning activities and curricula content, and determine what expertise is needed in the OCWTP’s trainer pool.
Individual Training Needs Assessment (ITNA) and Individual Development Plan (IDP)

Supervisors and caseworkers agree on approximately three topics of highest priority for the individual caseworker to address over the next two years, given his/her current responsibilities and capabilities. They then drill down within those topics to the ten to twenty individual competencies of highest priority for that individual’s development over the next two years. Those competencies become objectives in that caseworker’s Individual Development Plan (IDP) in E-Track. The caseworker and supervisor can link from those objectives to learning interventions in E-Track designed to address them, or request to have new interventions developed or scheduled as needed. They also can keep detailed notes on progress made to address objectives, and to add and delete objectives as job responsibilities change over the two years. Training managers assess the resulting aggregate data, along with needs data gathered from other sources (conversations with directors, county training liaisons, trainers, supervisors, and data gathered from state and federal assessments), to develop and schedule learning interventions of highest priority to the staff in their regions.

Use of Training Needs Assessment Data to Develop Learning Activities

The RTC staff review the aggregate learning needs assessment data and determine the most appropriate learning activity (for example a workshop or coaching intervention) needed to address the learning need.

If the learning need can be addressed through training, a trainer who has the content expertise is asked to either develop a new training or provide an existing training.

If the learning need can be addressed through coaching, the RTCs and IHS use the needs assessment data to delineate specific goals and objectives for coaching interventions. They collaborate with the staff member or caregiver, the supervisor, and the coach to determine which skill sets and competencies will be addressed in coaching, and what kinds of coaching interventions will be utilized in a time-limited period.
TRAINER RESPONSIBILITIES

To maintain an active trainer status, OCWTP trainers must meet several expectations (listed in the OCWTP Policy Manual), including those highlighted below:

Professionalism

- Understand the organization of the OCWTP and your role as a trainer
- Understand how the trainer-hiring process works
- Do not market to county agencies
- Maintain your content expertise by being knowledgeable about the research, current practices, and future trends regarding the topic(s) you train
- Continue to develop your skills as a trainer through OCWTP-sponsored trainings, such as Training of Trainer (TOT) workshops and the Trainer Conference, as well as outside sources
- Be actively involved in the process of becoming diversity competent
- Promote the values, ethical principles, and ethical standards of the child welfare profession and encourage participants to do the same
- Respect and follow the Regional Training Center (RTC) policies and procedures
- Promptly return RTC phone calls and e-mails and get materials to the RTCs when asked
- Provide handouts within 30 days of the training
- Read confirmations and other paperwork sent by the RTCs
- Regularly provide updated contact information, outlines, and handouts to the RTCs
- Do not cancel scheduled learnings, especially once the date has been shared with counties; if you absolutely must, contact the RTC immediately
- Obtain prior permission from the RTC for any guests you wish to bring to the training site
- Carefully read Common Ground and Trainer News and periodically check the OCWTP website for new information
- Utilize feedback given (E-Track evaluations, OCWTP representative observations) to improve content and delivery

Learning Activity Development

- Be aware of limitations regarding your expertise
- Refrain from altering the content of any standardized training
- Know how to find, critically evaluate, and incorporate research into your learning activity, and be transparent about the level of evidence supporting your learning
- Please do not use materials that violate the OCWTP Copyright Policy
- Develop more than one learning activity, using unique content and activities for each one; material from standardized learnings cannot be used without permission and should only be used as review with proper citations
- Be familiar with competencies and know how to utilize them when designing learning activities
- Incorporate Transfer of Learning (TOL) and adult learning strategies into every learning activity
• Know how to effectively incorporate technology to enhance the learning of participants

Training Day

• Arrive at least 30 minutes prior to the start of your training to set up the room and greet participants as they arrive
• Be professional in dress and manner
• Arrive early, follow the schedule, and stay afterwards to answer questions
• Refrain from promoting or selling your materials or from marketing your other learnings
• Know how to handle difficult participants
• Respect client confidentiality during workshop presentations and advise participants to do the same
• Initial sign-in sheets by each participant to verify their full participation
• Know how to set up, operate, and troubleshoot any required equipment
• Create and maintain a safe training space by not posting pictures of participants on social media sites
• Manage participant disruptions in the classroom
• Complete the Trainer Feedback Form after each learning activity
TRAINER DEVELOPMENT

As the State Training Coordinator for the OCWTP, one role of IHS is to help trainers develop their skills as presenters. We provide a wide range of developmental interventions and opportunities – all geared to assist you in teaching staff and caregivers the knowledge and skills they need to do their jobs. You can request assistance from IHS at any time. We also offer technical assistance to trainers based on feedback from participants or expressed concerns of RTC staff.

Observation

You will likely be observed by an OCWTP representative the first time you train. You may also be observed when you train a specific content area for the first time, when concerns are raised, or as part of routine monitoring for quality control purposes. You will always be informed in advance of the training when you will be observed. We recommend you review the Trainer Observation Form and do a self-assessment so you can identify areas where you may need assistance. Following an observation, you will receive feedback about the learning activity you conducted.

Mentoring

If you are training standardized curricula, you may be paired with a mentor trainer to help you prepare to train. You may also receive mentoring to help you improve your presentation skills.

Mentor trainers are experts in their content area, have extensive training experience, and are knowledgeable about adult learning theory, transfer of learning, and diversity competence in training. They can explain rationales for specific curriculum design and use of specific training strategies and provide sensitive and accurate critiques to the trainers they mentor.

If you participate in a mentoring plan, you and IHS will collaborate to implement the specific mentoring interventions to best suit your developmental needs. Possible interventions include observing a mentor trainer, co-training with a mentor trainer or having a mentor trainer observe you as you train.

Field Experience

The OCWTP is committed to providing child welfare staff with the most knowledgeable and skilled trainers possible. The current contract between ODJFS and IHS requires that IHS assist trainers with obtaining current exposure to the field of child welfare, if they have been out of child welfare practice for three years or more. Ongoing exposure to the field will enhance your credibility in your learnings and will assist you in developing appropriate Transfer of Learning (TOL) strategies.

If you do not have recent experience (as outlined below), you will need to participate in a field experience opportunity with a public child welfare agency. Field activities must be a minimum 12 hours and be completed within three years. A wide variety of agency experiences are permissible, but they should be applicable to your area of training expertise. Activities could include some of the following:
• Shadow a caseworker, supervisor or manager who is performing tasks about which you train; ask them to clarify questions about new law, policy, rules or best practice
• Observe family conferences, semi-annual reviews, and other public agency group meetings; arrange to discuss the meeting with a participant at its conclusion
• Shadow a liaison to the court and arrange to interview them about current legal trends or changes
• Observe a foster family or attend an IEP, court hearing or SAR with them
• Other activity ideas, as approved by IHS staff
• An RTC representative will follow-up with the county agency to collect feedback about the shadowing experience

Use the following process to complete your field activity:

1. Inform an RTC/IHS representative of your plan. Please provide enough information so they can determine whether your plan meets the OCWTP’s objectives for field experience as it relates to your area of expertise and/or need identified to remain current.
2. Contact the RTC at which your field placement will take place to help arrange the agreed upon field experience.
3. Do not directly contact a public agency. The RTC can assist you in setting up the activity.
4. Complete any paperwork (which may include forms waiving agency liability and forms ensuring client confidentiality) required by the public agency.
5. After attending the activity fill out the attached form and return to RTC/IHS via e-mail. Field Experience Form

If you have had experience in the field of child welfare in the last three years, participation in these activities is optional, not a requirement.

Recent experience includes trainers who:

• Are currently employed by a public or private child welfare agency or are currently licensed caregivers
• Have been employed by a public or private child welfare agency or have been a caregiver within the past three years
• Have had a significant and applicable experience with a child welfare agency within the last three years (i.e. consulting, clinical work).

If you are unsure as to whether your experience meets the field activity criteria, contact IHS with your questions or submit a completed form for review. We will contact you if your experience does not meet the criteria.

The staff at IHS will track your participation in these experiences. You will receive a notice every 3 years to complete another field experience form.

Use the Trainer Field Experience Determination Form and the Field Experience Form to document your compliance with this expectation. If you have any questions or concerns regarding your field experience, please contact us at TrainerDevelopment@ihs-trainet.com
Training on Content (TOC)

If you are seeking approval to train an OCWTP standardized curriculum, you will need to attend a TOC specific to that workshop. The TOC will prepare you to successfully deliver the specific workshop content and training strategies.

Training of Trainers (TOT)

The OCWTP offers a variety of TOTs to trainers wanting to expand their skills. In addition to the required TOTs, you can gain knowledge and skill through TOTs about Curriculum Development and the virtual TOT and Learning Lab on Strengthening Presentation Design to Enhance Learning.

Annual Trainer Conference

The OCWTP plans and facilitates an annual trainer conference in the spring. This conference recognizes and celebrates you and your colleagues, provides programmatic updates on current and new initiatives, offers workshops on relevant topics, and provides you with opportunities to network with the RTCs. Please plan to attend.

Trainer Development Plan

The Trainer Development Plan is a tool used by the OCWTP to document your development as an OCWTP trainer. The Plan outlines what developmental activities are recommended, what follow up is needed, and who is responsible for following up. In addition, it provides space for you to document your comments regarding the plan. This tool is optional. When used, it is completed in collaboration with you.

Communication

The OCWTP communicates important information to you in a variety of ways:

- The OCWTP Website contains links to other relevant websites, trainer support materials, and important information on upcoming events and state initiatives.
- Common Ground is an electronic newsletter produced three times a year by IHS. It provides detailed trainer-related information and links to resources.
- Trainer News is an email sent to trainers, as needed. It is a brief update on important information all trainers need to know.
- Box.com contains trainer-related forms, standardized PowerPoint presentations, and other useful documents.
- Occasionally, RTCs host regional meetings and trainings to inform trainers of new initiatives that will impact training.
TRAINING OF TRAINERS (TOTs)

TOT: Stand Up and Take Charge of the Learning Environment (Required)

This learning focuses on the impact that effective presentation skills has on the learners and on the overall training environment. This two-day course has been designed to address two specific areas of study. On the first day we will explore topics such as adult learning theory, transfer of learning, presentation skills, and creating a supportive learning environment. Day 2 will focus on managing all elements of the learning environment. This course works on the premise that by optimizing one's presentation skills and effectively managing the learning environment, the trainer will increase the likelihood that Transfer of Learning (TOL) will take place.

All approved trainers are required to complete this workshop before they begin training for the OCWTP.

TOT: CAPMIS (Comprehensive Assessment Planning Model Interim Solution) (Required)

This workshop will introduce OCWTP trainers to Ohio's assessment and service planning model, the Comprehensive Assessment and Planning Model-Interim-Solution (CAPMIS). Trainers will be provided an overview of concepts specific to assessing safety, strengths and needs, risk, and reunification readiness, and how these assessments guide safety planning, service provision, and case planning.

All trainers desiring to train any Caseworker Core or CAPMIS workshop must complete this TOT before they can be certified for those workshops.

TOT: Addressing Diversity Issues in Your Training (Required in your first year)

This TOT learning activity is divided into two sections. The first three hours of the workshop will help clarify for trainers (1) What the OCWTP means by "diversity" in terms of its nature, scope, and complexity, and (2) What is meant by OCWTP's expectation for trainers to "address diversity issues" in their training--from both a content (information-sharing) and process (group facilitation) perspective. Participants will use tools and resources to help them begin to identify diversity issues relevant to their respective content areas and strategies for addressing them during their trainings.

The second three hours will be a follow-up application of the morning session which will give trainers an opportunity to identify diversity issues specific to their content area and address them effectively during training. Participants will work individually or in groups to further develop diversity issue related ideas they identified in the morning session and formulate them into training content. They will also review, discuss, and share strategies specific to facilitating discussions.

Curriculum Development is highly recommended for any trainers who are developing their own learning activities. Other TOTs will be required or recommended to you based on your Individualized Development Plan. Contact Debra Sparrow (dsparrow@ihs-trainet.com) for the TOT schedule or look for it in the Common Ground newsletter.
Curriculum Development

This workshop prepares trainers to develop workshops that are consistent with adult learning processes, and to select training strategies that are most effective for the objectives of the workshop. Participants will apply what they learn in the workshop by developing topic outlines for their own workshops and determining the types of training methods that should be used during the workshop.

Strengthening Presentation Design to Enhance Learning

This two-hour virtual classroom workshop provides trainers a basic understanding of five design principles and how to apply them to enhance the learning impact of visual presentations. A portion of the workshop is focused on identifying when these principles are not applied in existing presentations and discussing ways to apply them. Attendees leave the session with an exercise to practice applying the principles with several blocks of content. Attendees are strongly encouraged to attend a companion virtual learning lab session (660-20-DL2-S) one week later to review and discuss attendees’ slides resulting from the application exercise.

Strengthening Presentation Design to Enhance Learning: Learning Lab

This two-hour virtual classroom learning lab provides trainers the opportunity to review and discuss slides they created in response to an application exercise provided at the end of the Strengthening Presentation Design to Enhance Learning TOT. Participants will have a week between the TOT and this companion learning lab to apply the design principles covered in the TOT to several blocks of provided content. During the learning lab, trainers will review and critique fellow participants’ slides. Participants will also have the option to submit an original block of content for the group to consider how best to visually present.

Coaching the Coach (By Invitation Only)

This one-day workshop provides OCWTP coaches with an overview of the OCWTP Coaching Program which includes:

- Expectations;
- Strategies for establishing the coaching relationship;
- Strategies for observation and analysis of skill;
- Developing and facilitating the coaching plan;
- Documenting the coaching activities; and
- Issues related to the coaching field.

Attendance at this workshop is by invitation only.
# TYPES OF LEARNING ACTIVITIES

Learning activities can be categorized in several ways:

## Methodology

<table>
<thead>
<tr>
<th>Learning Activity Type</th>
<th>Participants</th>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workshop</strong></td>
<td>Attend based on competency need</td>
<td>Move people along in awareness, knowledge, understanding, and beginning level of practice application</td>
<td>Competencies frame the curriculum and who participates</td>
</tr>
<tr>
<td>In person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Learning Lab</strong></td>
<td>Attend based on competency need; For some labs there is a Pre-requisite</td>
<td>Practice and Skill Development in identified competencies from previous workshop</td>
<td>Skill development and practice in identified competencies</td>
</tr>
<tr>
<td>Structured</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows a workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>GAP (Guided Application and Practice)</strong></td>
<td>Attend based on competency need; Any person interested in the topic with knowledge and understanding of the topic</td>
<td>Taking a concept to practice application through discussion and sharing of ideas and information; identifying and considering strategies to overcome barriers to application</td>
<td>Competencies frame the discussion and potential participants</td>
</tr>
<tr>
<td>In Person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Coaching</strong></td>
<td>Participate based on competency need; Individual or group identified by supervisor</td>
<td>Skill enhancement / development, working toward mastery in identified competencies</td>
<td>Competencies used for identification of skills to be mastered</td>
</tr>
<tr>
<td>In person</td>
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<tr>
<td>o Individual</td>
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<td>o Group</td>
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</tbody>
</table>

The learning activities build on each other and drill down to skill.

- Awareness
- Knowledge and Understanding
- Application
- Skill
- Workshops
- Learning Labs and GAPs
- Coaching
Standardized vs. Non-standardized

- **Standardized** learnings typically provide knowledge that is fundamental to a majority of an identified training population (e.g. caseworkers). The content is standardized so everyone receives the same knowledge and skills no matter when or where they attend the learning. These learnings have been developed and approved by the OCWTP and must be trained as written. Trainers must attend a Training on Content (TOC) for any standardized learning they are asked to train. Examples of standardized learnings include Caseworker Core, Supervisor and Manager Core and Learning Labs, the Foster Care and Adoption Assessor series, the Sexual Abuse Intervention series and the Fundamentals of Foster Care series. Standardized materials are provided by the OCWTP and must be used as stated in the curriculum. Materials cannot be changed or added without prior approval from the State Training Coordinator, IHS.

- **Non-standardized** learnings provide knowledge needed by staff and caregivers/adoptive parents in specific roles or at specific stages in their development. These learnings are developed, in collaboration with the OCWTP, by trainers who have content knowledge in a needed area. Materials for non-standardized learnings are developed by the trainer.

In-person vs. Online

Traditionally, the OCWTP offered in-person workshops as its standard method of training. As the OCWTP has expanded into coaching and other delivery methodologies, it has also expanded its use of technology. Different distance learning modules have been developed, and trainers have the option of using technologies such as GoToMeeting to deliver their content remotely.

Degree of Knowledge and Skill Needed

- **Core Learnings** address competencies fundamental to all child welfare staff, foster and kinship caregivers and adoptive parents. Everyone needs a deep level of knowledge and skill in these areas.

- **Specialized Learnings** address competencies needed for a specific child welfare role (e.g. Foster Care and Adoption Assessor). Only those specializing in the identified topic need a deep level of knowledge and skills in these areas.

- **Related Learnings** address competencies in fields related to child welfare (e.g. drug abuse). Most staff and foster and kinship caregivers need some knowledge and skills in these areas.

Target Audience

- Caseworkers
- Supervisors and managers
- Caregivers
- Adoptive parents
DIVERSITY STANDARDS FOR LEARNING ACTIVITIES

All learning activities of the OCWTP are designed to promote child welfare practice that is responsive to diversity. Child welfare practice responsive to diversity considers the multi-dimensional aspects of people:

- How values, beliefs, attitudes, and traditions influence behavior;
- The understanding of dynamics of specific cultures; and
- The ability to use this knowledge to work productively with people from diverse backgrounds.

It is essential trainers and coaches provide information in their learning activities regarding diversity issues, at least at the awareness and understanding levels. Trainers and coaches can help participants understand the role diversity plays in their work and the reaction of others and explore participants’ belief systems that may create value dilemmas and affect their decision-making.

The OCWTP has developed a set of standards to help trainers, coaches, IHS, and RTC staff develop learning activities that reflect responsiveness to diversity. The standards are included here to assist you in developing your learning activities.

Basic Definitions and Terminology

**Standard 1:** The learning activity develops participants’ awareness and knowledge about diversity concepts and terms as they apply to the content being trained.

**Criteria:**
- Uses common diversity terms accurately and defines them for participants (e.g., diversity, culture, cultural competence, stereotypes, ethnocentrism, cultural relativism, ethnicity, or pluralism)
- Defines how diversity concepts apply to the content being trained, such as, “Why is culture important in child development?”

Self-Awareness and Understanding

**Standard 1:** The learning activity helps participants recognize and acknowledge potential discomfort when talking about diversity and creates opportunities for participants to discuss diversity issues in a safe and supportive training environment.

**Criteria:**
- Challenges people to think about their own values, perceptions, attitudes, and behaviors as they compare them with others
- Creates a safe atmosphere within which to discuss diversity

**Standard 2:** The learning activity reinforces the concept that one’s own diverse background and experience influences one’s values, attitudes, and perceptions of others. In addition, understanding one’s own diversity is a prerequisite to working effectively with diverse populations.
Criteria:
• Helps participants gain knowledge about their own multi-dimensional identity and how it affects their pre-conceptions of normalcy and dysfunction
• Provides participants with opportunities to consider and share information about their own diverse backgrounds, values, etc.
• Provides opportunities for participants to identify similarities and differences in their values, attitudes, and perspectives about the topic being trained
• Stresses that, despite apparent differences, participants share commonalities

Standard 3: The learning activity affirms that culture and diversity are an important force in determining the course of a person’s physical, intellectual, social, emotional, and overall development.

Criteria:
• Helps participants look at diversity to explain why people are the way they are and behave the way they do, and helps them better understand how development can vary greatly
• Helps participants differentiate between stereotyping about group behaviors and knowing about general group characteristics

The Role of Diversity

Standard 1: The learning activity should reinforce the concept that diversity is complex and extends beyond culture, race, gender, and ethnicity or national origin.

Criteria:
• Helps participants define diversity in a real and practical manner
• Discusses diversity components, such as culture, gender, language, sexual orientation, economic and political systems, social and interpersonal factors, and religion, among others

Standard 2: The learning activity reinforces the fact that cultural competence does not solely focus on “minority groups,” but is a concept that involves all peoples.

Criteria:
• Uses examples from a variety of diverse groups and perspectives
• Helps separate diversity factors from non-diversity issues in areas such as case preparation and intervention

Training Practices and Methods

Standard 1: The learning activity reinforces understanding of the perspectives of diverse groups regarding the topic area by using a variety of means throughout the learning activity to present diversity issues, such as case examples, hand-outs, and describing relevant field practices.

Criteria:
• Audio-visual materials consistently represent (and accurately portray) diverse groups
• Discussion questions and dialogues should challenge participants to always consider diversity issues
• Suggestions are provided on how to apply learnings in at least two diverse settings
• Case examples and practice exercises incorporate approaches and strategies across diverse populations
• Interactive exercises are used by participants and modeled by the facilitator

Standard 2: The learning activity presents a range and diversity of viewpoints about the topic being trained.

Criteria:
• Utilizes information from a variety of publications and resources that illuminate other viewpoints and addresses knowledge and practices oriented toward working with diverse groups

Standard 3: Content should be consistent with and reinforce OCWTP competencies related to diversity.

Criteria:
• Identifies relevant and appropriate OCWTP cultural competencies that will support and enhance content, as these are appropriate to the topic or module being trained

Skills Acquisition and Field Application

Standard 1: The learning activity helps identify culturally relevant ways to deliver supportive and other special services to children and families.

Criteria:
• Information is presented on how basic principles of the curriculum can be applied to at least two different diverse groups; for instance, presenting child-rearing patterns as practiced among two or more distinct population groups
• Trainer provides opportunities for participants to reflect on the application of diversity concepts
NON-STANDARDIZED LEARNING ACTIVITY APPROVAL PROCESS

Non-standardized learning activities are those developed by trainers who have content knowledge in a needed area. All non-standardized learning activities must go through an approval process prior to being scheduled.

Steps in the approval process:

1. A Regional Training Center (RTC) identifies a learning need in their region and confirms there is not already a learning activity/training that can meet the need. If there is no learning activity/training the RTC will reach out to a trainer or potential trainer who has the expertise in the needed topic. The OCWTP has developed a guide for determining trainer/coach expertise entitled Criteria for Trainer/Coach Expertise.

2. If the RTC determines the trainer has the needed expertise, the trainer can develop content based on the information provided by the RTC. If there are no approved trainers within the OCWTP with the identified expertise the RTC should begin the recruitment process to identify someone outside of the OCWTP. If an individual is identified they must go through the OCWTP Trainer Approval process.

3. The RTC submits the proposed learning activity/training to workshopreview@ihs-trainet.com for review.

4. Learning outlines are also reviewed by the OCWTP work teams who have expertise in the identified content area. The Work Team members submit questions and suggestions to the RTC, and the RTC brings the compiled list of questions and suggestions back to the trainer to discuss and revise, as needed.

5. Based on the feedback, the trainer and RTC work together to make revisions and the RTC re-submits the revised learning activity/training to IHS.

6. IHS verifies all questions were addressed and enters the learning activity into E-Track.

The appropriate Work group (Caseworker, Supervisor, Foster-Adoption-Kinship Care) verifies that the following items are addressed:

- Title clearly indicates the topic
- Description to support trainer’s expertise on the topic
- Brief description of the learning activity so potential participants will understand the learning objectives
• Intended Audience
• Behavioral learning objectives
• List of the Competencies addressed in detail in the learning activity
• Applicable categories and sub-categories from the Classification Table (these are used by participants to search for appropriate learning activities)
• Information on how the learning activity directly relates to the participants

They will also review the outline section of the form which should include:

• Relevance to Child Welfare
• Transfer of Learning activities to help participants apply the information to their job duties and/or caregiver roles
• Diversity issues addressed
• Connection to Case Process (Assessment, Safety Planning, Service Planning, and Permanency)
• Reference List
• Agenda with Content description
• Copyright statement
• Training methods
• Time frames

The OCWTP provides a Learning Outline and Review Form as well as written instructions for completing the form at: http://ocwtp.net/Learning_Outline.html.
TRAINING TIMEFRAMES

Ohio law requires that caseworkers and caregivers participate in a specific number of training hours each year. The specific Ohio Revised Code (O.R.C.) provisions are:

- Caseworker Training Requirements
- Supervisor In-Service Training
- Caregivers
- Caregiver Pre-placement Training

Further, trainings that are approved to provide licensure training credit through the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board must adhere to the timeframes approved. For these reasons, the OCWTP (and you, the trainer) must maintain standards regarding training hours:

- For every three hours of continuous content, a 15-minute break must be provided.
- Participants in full-day learnings must be provided a one-hour lunch break.
- Breaks and lunch cannot be extended nor can the learning end early.
- Participants receive training credit for the full learning, minus the lunch hour if one is provided (e.g. a participant would receive six hours of training credit for a full day workshop).
- Participants receive licensure training credit for the full learning, minus both lunch and breaks (e.g. a participant would receive 5.5 hours of licensure training credit for a full day workshop).
- Licensure training requirements for ethics learnings require three full hours of training, so these learnings must be 3 hours and 15 minutes in length.

THE 15 MINUTE RULE

The OCWTP does not allow participants seeking CEU credits to miss more than 15 minutes of training content. The 15-minute rule applies per learning activity, not per day. For example, if you are providing a three-hour distance learning presented in two 1.5-hour segments, a participant could not miss more than 15 minutes of the entire three hours. Participants missing more than 15 minutes can continue to participate, if it is understood they will not receive CEU credits.

You should remind participants about the 15-minute rule as you are doing your “housekeeping” announcements. Please indicate on the sign-in sheet any participant who misses more than 15 minutes of a learning activity and alert the RTC to this situation immediately so a training certificate with CEU credit is not issued.
On-Site Learning Activities

You are required to arrive at the training site at least 30 minutes prior to the beginning of the learning activity. This is in your agreement with OCWTP and it gives you time to set up before the participants arrive. Allow additional time if you need to become familiar with the RTCs’ equipment or if it is your first time at the location. Many trainers choose to arrive an hour early.

At the training site, you will receive the equipment you requested along with copies of hand-outs for each participant, *Transfer of Learning* tools, sign-in sheets, and basic training supplies such as markers, flipchart paper, and masking tape. It is always a good idea to carry some “back up” supplies of your own.

**Sample Schedule for a 9:00 A.M. to 4:00 P.M. Learning Activity**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 A.M.</td>
<td>Arrive at training site</td>
</tr>
<tr>
<td>8:30 A.M.</td>
<td>Set up room to greet participants</td>
</tr>
<tr>
<td>9:00 A.M.</td>
<td>Begin learning activity</td>
</tr>
<tr>
<td>10:30 A.M.</td>
<td>Break</td>
</tr>
<tr>
<td>10:45 A.M.</td>
<td>Continue learning</td>
</tr>
<tr>
<td>12:00 P.M.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 P.M.</td>
<td>Continue learning</td>
</tr>
<tr>
<td>2:30 P.M.</td>
<td>Break</td>
</tr>
<tr>
<td>2:45 P.M.</td>
<td>Continue learning</td>
</tr>
<tr>
<td>3:45 P.M.</td>
<td>Summary and Transfer of Learning</td>
</tr>
<tr>
<td>4:00 P.M.</td>
<td>Conclusion</td>
</tr>
</tbody>
</table>

Often, an RTC representative will be on-site to ensure the room is set up and prepared according to your instructions, that your needs are met, and to provide assistance with technology as requested. The representative will also introduce you to the participants, explain the location of restrooms, parking, area restaurants, etc. In addition, some representatives will observe the first 15 minutes of the learning activity and then remove the sign-in sheets. However, due to the number of learning activities presented through the RTCs, it is a good idea to ask each time you train if an RTC representative will be available to clarify expectations.

You are expected to stay until the last participant leaves (after the learning activity concludes) to respond to any questions the participants or RTCs may have. Some RTCs may request you return the training room to its pre-training state.

**PROFESSIONAL DRESS**

Choose clothes that communicate professionalism and approachability. Avoid clothes that are uncomfortable or might make you self-conscious. Avoid distracting accessories that might make noise or swing too freely. Turn off or silence any personal electronic devices, such as cell phones and put them away.
EVALUATING LEARNING ACTIVITIES

OCWTP evaluation activities are designed to provide both formative evaluation data to improve the program, and summative evaluation data to assess learning and application.

Formative evaluation data to improve the program comes from five primary sources:

1. Participants, through their comments on evaluation surveys, and feedback to RTCs, their county training liaisons, and to trainers directly
2. Observers of training sessions
3. RTCs, who triangulate many data sources about the OCWTP
4. Trainers and coaches, who submit Feedback Forms, or through discussions with RTC staff and/or IHS curricula developers (see Trainer Feedback Forms)
5. Key stakeholders, such as Public Children Services Association of Ohio (PCSAO), county management staff, and OCWTP advisory groups

Summative evaluation data to assess learning and application comes from seven primary sources:

1. Training participants
2. Learners and supervisors who participate in coaching interventions
3. Trainers and coaches who submit Feedback Forms
4. Supervisors who complete the Supervisor Core series
5. Agencies who use the Supervisor Core Training Transfer Indicators
6. Agencies who use the Caseworker Core Transfer of Learning support tool
7. RTCs, who triangulate multiple sources of information, including feedback from ODJFS Technical Assistance Specialists, CPOE exit interviews, and onsite visits with county agencies

OCWTP evaluation data is used by:

- **Regional Training Centers** to help determine how well the trainings system is meeting the needs of individuals and agencies, to monitor participants’ experiences with the learning intervention, including: usefulness and applicability of the content and how the trainer or coach engaged the participants, and to consider participants’ recommendations to improve the training or the performance of a trainer or coach
- **The Institute for Human Services** to monitor trainer and coach performance, to provide feedback to the developers of standardized curricula on participants’ perceptions of their own learning, and to report to the Children’s Bureau on how well the OCWTP is addressing the skills and knowledge needs of caseworkers, supervisors, and caregivers.
- **The Steering Committee** to identify areas for continuous quality improvement
- **The Ohio Department of Job and Family Services** to respond to several federal reporting requirements about the child welfare training system, including the Child and Family Services Review (CFSR) and Title IV-B
- **Trainers and coaches** to assess responses to their performance and content
- **Key stakeholders** to understand the effectiveness of OCWTP training and coaching interventions and the CQI activities the OCWTP undertakes
A major source of evaluation data is E-Track online surveys and SurveyGizmo surveys. Currently, there are several evaluation surveys in use, including:

- More than 100 E-Track surveys are tailored to meet specific learning objectives in Caseworker Core Learning Labs, Supervisor Core, Supervisor Core Learning Lab, Assessor Tier I and Tier II, Permanency Roundtables, CAPMIS, ProtectOhio Kinship, and distance learning trainings
- One generic survey for caregiver training
- One generic survey for all specialized and related training
- One survey for staff who participate in a coaching intervention
- One survey for the supervisors of staff who participate in a coaching intervention
- Tailored surveys for special events, such as conferences

Trainers and coaches can access the E-Track evaluation report, called a Session Survey Results Report, after a session is completed. However, because participants have seven days to complete their surveys, you are encouraged to wait at least eight days before running a report. Trainers and coaches should review these reports carefully, taking into consideration how many participants completed their evaluation surveys. Participants are not required to complete E-Track evaluation surveys, so it is important for a trainer or coach to know if the results are truly representative of the participants. For example, if only 5 of 15 participants complete the survey, the Session Survey Results Report would reflect only about 30% of the entire training group. Trainers should encourage all participants to complete the E-Track evaluation surveys after training.

The OCWTP website has step-by-step instructions for trainers on:

- How to use E-Track and
- Link to Session Survey Results #4
SCHEDULING LEARNING ACTIVITIES

Learning activities are scheduled by RTCs based on the needs of their constituents. The RTCs collect needs assessment data in a variety of ways including county site visits, regional county liaison meetings, the Individual Training Needs Assessment (ITNA), learning evaluations, and informal assessments. This is an ongoing process - as learning needs are identified, learning activities, including training, are scheduled to meet the needs.

Do not market your own trainings directly to counties, as this is a violation of OCWTP policy. Using OCWTP funds to pay for trainings you market to counties is also against OCWTP policy. RTC coordinators share information about trainers at monthly meetings. Good work in one region can lead to work in another region.

When one of your learning activities is selected, an RTC representative will contact you to secure a date. Many RTCs schedule training six to eight months in advance. They use a variety of locations, including county training sites, so make sure to confirm the location when scheduling. You will also be able to confirm the date, time, and location by accessing your calendar in E-Track.

It is unprofessional to cancel the date once confirmed, especially once the session is created in E-Track and open for registration. If you absolutely cannot keep the date, or if you need to cancel a learning activity due to an emergency, please contact the appropriate RTC as soon as possible. The RTCs may opt to find another trainer who can train on that date rather than change the date with you.

Approximately six weeks prior to the learning you should:

- Contact the RTC to confirm the location and your equipment and supplies request. Make sure to get directions if this is your first-time training at the site.
- If you developed the training, submit your handouts to the RTC, or verify they are in your SharePoint folder. Some RTCs limit the number of handouts they will copy. If this is a standardized training, the RTCs will access the handouts from Box.com. Videos and DVDs needed for standardized trainings are housed at the RTCs. Trainers of standardized learnings usually receive a copy of videos during the Training on Content and are encouraged to bring them to trainings, as a backup.
- Verify you have all materials. If you are presenting a standardized training, check the curriculum to see if there are materials you will need to provide.

Approximately two weeks prior to the learning, the RTC will view the registrations in E-Track. If there are fewer than six registrants, the RTC may cancel the learning. If the learning is full (around 25 participants), they may opt to schedule an additional offering.
Prior to the learning activity, the RTC will complete a Trainer Payment Request (TPR) and forward it to IHS.

At the end of every month, IHS invoices the Ohio Department of Job and Family Services (ODJFS) for all learning activities conducted in that month. ODJFS then processes the invoice, which takes approximately 30-90 days. Once IHS receives the funds from ODJFS, payment will be made to you immediately. After you have received your payment, verify the dates and amounts on the stub to your training records.

On average, you can expect to be paid within 90 days following the completion of your learning. However, delays do occur, and you may not receive payment until 90 days from the end of the month in which the training took place. You will receive an email through the Trainer News alerting you when trainer payments for a certain month will be issued. When a payment is issued to you via direct deposit, you will receive an email outlining what you are being paid for, how much you are being paid, and when to expect payment.

IHS will send you a 1099 MISC tax form at the end of each year reflecting the payment(s) issued to you for the year. This document is also filed with the IRS.

If you have questions about a payment, do not hesitate to contact Laura Howell (lhowell@ihs-trainet.com) (614)233-2225. Please have your records and pay stubs on hand. Be ready to provide the date and title of the learning, the RTC that set up the training, and the composition of your audience (e.g. county agency staff, caregivers, adoptive parents/assessors).
TRAINER AGREEMENT

This is a one-time* agreement required for all OCWTP trainers/coaches. This agreement is made out to you and not a business, because you are the approved trainer for OCWTP. If you do not sign the agreement, DocuSign will send reminder emails weekly until the document is completed.
(*If changes are required to the OCWTP Agreement you will receive a revised agreement to sign.)

In the trainer agreement, the trainer agrees to the following:

This Agreement for Services is entered into between the Institute for Human Services (“IHS”), acting as State Coordinator for the Ohio Child Welfare Training Program (OCWTP) and ________________________________, herein referred to as Trainer or Coach, for the purpose of providing in-service training or coaching activities to staff and caregivers in local public children’s services agencies (PCSA’S), and to others as requested through the OCWTP.

Pursuant to a contract between the Ohio Department of Job and Family Services (ODJFS) and IHS, IHS is tasked with creating and maintaining a pool of qualified trainers for use by the OCWTP to conduct training and coaching activities that promote comprehensive skill development and best child welfare practice.

It is understood that the Trainer or Coach is qualified to conduct training or coaching in the OCWTP according to the requirements established by the ODJFS and the OCWTP Steering Committee, contained in the OCWTP Policy Manual issued by the Steering Committee. The Trainer or Coach agrees to abide by the performance standards and policies articulated in the OCWTP Policy Manual.

The training or coaching sessions will be scheduled by the OCWTP through its eight Regional Training Centers (RTC’s) located throughout Ohio, or through statewide events convened at various locations throughout Ohio.

The Trainer or Coach agrees to the following:

1. The Trainer or Coach agrees to perform the training or coaching services as an Independent Contractor and attests that she/he is not an employee of IHS or an RTC.

2. The Trainer or Coach agrees to be compensated at a standardized daily rate, set by ODJFS for training and coaching activities.

3. The Trainer or Coach agrees that neither an RTC nor IHS will provide the Trainer or Coach with support staff or office space. IHS or an RTC will arrange for a training room at the scheduled location.

4. The Trainer or Coach understands that the specific training or coaching activities to be delivered will be determined by the OCWTP based on the needs of PCSAs. Trainers or Coaches will be selected to train or coach on an as-needed basis.
5. Any training or coaching session may be cancelled by the OCWTP, and the Trainer or Coach will not be paid, except in the special circumstances as noted in the OCWTP Policy Manual. Cancellations by the Trainer or Coach may be made as provided in the Policy Manual.

6. The parties understand that the Trainer or Coach may decline requests for training or coaching assignments or sessions.

7. The Trainer or Coach understands that upon certification of successful completion of the training or coaching activities, the RTC will submit to IHS, fiscal agent for the OCWTP, an invoice for payment of the fee for the training or coaching activities.

8. The Trainer or Coach is responsible to cover his/her own travel, lodging, and personal expenses incurred while completing the training or coaching activities. The Trainer or Coach will not be reimbursed for his/her time for the preparation of any materials or presentations. The Trainer or Coach is responsible to provide and pay any assistants or support staff she/he may utilize.

9. The Trainer or Coach is responsible for payment of all income taxes, Social Security, and other taxes on monies earned in the execution of this Agreement.

10. The Trainer or Coach is not eligible for caseworker’s compensation, unemployment compensation, or fringe benefits.

11. The Trainer or Coach understands that neither the IHS nor the RTC provides liability coverage for the Trainer or Coach, and trainers or coaches may be required to provide proof of liability coverage.

12. The Trainer or Coach understands that IHS may cancel this Agreement at any time and for any reason, including non-compliance by the Trainer or Coach with the required standards and policies of the OCWTP.

13. The Trainer or Coach agrees that any training materials developed through an OCWTP curriculum development project are considered a work for hire, and these materials and products are the property of the OCWTP and ODJFS. Materials developed by the Trainer or Coach for training or coaching activities that are not part of an OCWTP curriculum development project remain the property of the Trainer or Coach. Training and coaching materials include, but are not limited to textbooks, monographs, curricula, trainer guides and outlines, handouts, booklets, computerized learning modules, and computer software.

14. The Trainer or Coach is free to engage in training or coaching activities for other entities.

15. The Trainer or Coach agrees to not directly market her/himself or her/his training offerings to Ohio’s county human services and children services agencies with the expectation that the learning activities will be paid for with OCWTP funds.

16. Trainers are expected to comply with Federal Copyright Law when selecting written and electronic media, such as books, movies, and videos for use in a learning activity. Trainers should be able to properly determine when to use citations, when to secure permission from the owner of the copyright material, and what constitutes appropriate authorization, either by using public domain or permission from an appropriate organization, such as Creative Commons. While the OCWTP may provide information to assist trainers in understanding copyright law, it is the trainer’s responsibility to assure compliance.
INDEMNIFICATION: The Trainer or Coach shall indemnify and hold ODJFS, IHS and RTCs and the PCSAs in which they are located, and their officers, agents, and employees harmless from and against all claims and all costs (including attorney fees) for: a) loss or damage to property; b) personal injury, disability, or death; c) legal action for violation of copyright, plagiarism, and/or unapproved use by the Trainer or Coach of copyrighted and otherwise protected materials; and d) any other action of whatever nature that may arise out of or during the performance of the activities outlined in this Agreement.

INDEPENDENT CONTRACTOR: No agency, employment, joint venture or partnership has been or will be created between the parties pursuant to the terms of this Agreement.

CONFLICT OF INTEREST AND ETHICS LAWS: The Trainer or Coach shall comply with all applicable laws and rules regarding ethics and conflicts of interest, including but not limited to Ohio Revised Code Chapters 102 and 2921.

OCWTP POLICY MANUAL: The Trainer or Coach understands and agrees that the conditions and provisions for trainers and coaches as included in the OCWTP Policy Manual revised April 2018, and as updated, apply to all training or coaching activities through the OCWTP.

ASSIGNMENT OF AGREEMENT: The parties agree that this Agreement may not be assigned to any other party or entity.

SUSPENSION OR TERMINATION OF AGREEMENT: The Trainer or Coach understands and agrees that this Agreement may be suspended or terminated at any time for any reason by the Trainer or Coach or by IHS.
E-TRACK

Competency-based training systems track a variety of data needed to manage the delivery of learning activities and to support decision making. The OCWTP uses E-Track to manage its trainer and coaching pool, including the learning activities and skill sets in which individuals are approved to train or coach, their training and coaching history, and evaluation data from their learning activities.

E-Track is also used to manage the OCWTP’s catalog of learning activities, including course descriptions, associated competencies, pre-requisites, etc. RTCs use E-Track to enter and manage scheduled offerings of these learning activities and maintain learning transcripts for their populations.

E-Track allows end users to access their Individual Development Plans (IDPs) that contain their high-priority training needs, and then link to and enroll in available learning interventions to address their identified needs. End users (staff, caregivers, trainers and coaches) and their supervisors have direct access through E-Track to their scheduled training, IDPs, transcripts, and certificates of training.

Aggregate E-Track data is used to assess county, regional, and statewide learning needs, determine emerging trends within the state, and when adjustments and additions may be needed to the OCWTP trainer and coaching pool or the OCWTP catalog of learning activities.

Finally, E-Track data is used in a variety of reports to state and federal agencies, such as the State of Ohio Counselor, Social Worker and Marriage and Family Therapist Board, the federal Child Family and Service Review process, and the federal Title IV-E reports on training.

E-Track has two “sides”: The Administrator/Facilitator side and the EveryOne side.

Each side has a separate URL. The links when you are a participant in training are: https://etrack.teds.com/EveryOne/TEDSEveryOne.jsp

The Facilitator Side of E-Track

As an OCWTP trainer, or facilitator as you are called in E-Track, you use the E-Track Facilitator to:

- Manage your OCWTP training calendar
- Access and print survey results
- View and print your facilitator record

On the homepage of this site, you will be asked to log in. The first step in logging in is determining your login id and password:

- Login ID: two-digit birth month, two-digit birth date, first initial of LEGAL first name, first five letters of last name, then a 1.

  Example: Mary Baxter, born on June 3, would be: 0603MBAXTE1
• If your last name has fewer than five letters (i.e. FOX), use zeros (0) to fill in for five characters for last name, then 1.
  
  *Example:* James Fox, born on February 22, would be: 0222JFOX001

• Your assigned password is either the same as your login ID or your full last name.

Once logged in, you should click on “facilitator” to access the facilitator portal page.

Detailed instructions on using the facilitator side of E-Track are in the E-Track Help Center at: E-Track Facilitator Page.

**The Everyone Side of E-Track**

You will use the E-Track Everyone to:

• Register for trainings
• View and print the history of trainings you’ve attended as a participant
• Manage your to-do list of upcoming trainings in which you’ve enrolled

You will use the same login ID and password for the Everyone side as you do for the Facilitator side of E-Track. Find detailed instructions on using the Everyone side of E-Track in the E-Track Help Center.
Online Access to Standardized Training Materials

BOX.com

LIMITS OF USE:

Access outlined below is intended for use by approved OCWTP trainers of standardized curricula only.

INSTRUCTIONS:

The OCWTP uses the online file-sharing service Box.com to provide trainers of standardized curricula (Core, Preservice, etc.) access to those curricula, PPTs, handouts, etc. IHS provides these trainers instructions to access and navigate Box.com upon approval to train a standardized training module.

Trainers of standardized curricula should direct any questions about accessing or using Box.com to the IHS staff person who approved them to train that module.
LEVELS OF LEARNING

The acquisition and mastery of new knowledge and skill takes place in a predictable sequence. Learning activities should follow this sequence to develop, present, reinforce and support learning.

**Level I: Awareness**

Level I provides a broad overview of the problem or need, describes the scope of the information to be learned, and clarifies the proposed objectives or desired ends of the training. This provides participants with a conceptual framework within which to organize the new information, and "frames" the questions in the context of the participants' jobs and training needs. Presenting and clarifying the rationale for the training creates the motivation to learn.

- **Training Methods:** In-workshop methods, such as presentation, audio visuals, and experiential exercises, or pre-workshop methods, such as questionnaires, pre-reading, quizzes to raise awareness, develop self-awareness, elicit what staff members and caregivers already know and identify what they need to learn.

- **Best Outcome:** Participants should be able to identify the nature of the problems the training is designed to address; describe the pertinent issues; and state the rationale for their needing to know this to effectively do their jobs. Participants should also be able to state the goals of the training.

- **Competency Language:** “Knows the importance of…” “Understands the importance of…” “Understands the nature and scope of…” “Recognizes the importance of…”

**Level II: Knowledge and Understanding**

Level II includes two stages. The first, the acquisition of knowledge, provides participants with comprehensive, information about the topic. The second, the development of understanding, enables participants to master the relationships and linkages between the elements of knowledge.

Achieving knowledge means one has acquired, retained, and can repeat information. To understand, one must be able to fit the elements of knowledge together into a logical framework. One must know the meaning of the concepts, know the relationships between conceptual elements, and be able to identify how the concepts support or contradict each other. When one understands, one can generalize the information to other problems or settings and can manipulate the information to solve problems.

Finally, understanding the relationships between elements allows one to predict how these may change in different circumstances. This provides flexibility in application and enables modification of the concepts to assure relevance to a changed situation, meaning one can "generalize" to a different environment.
- **Training Methods**: To achieve understanding, participants must "work the material," often through large and small group discussion. Using and manipulating the information increases participants' familiarity with the concepts; promotes the identification of linkages between the elements; raises issues not previously considered; enables participants to integrate the concepts into a flexible and logical framework. Understanding supports retention, since the knowledge is integrated into the participant’s cognitive system.

Experiential exercises are used to draw parallels between a participant’s personal experience and the learning content. This helps participants develop empathy, experience a “gut level” response, or put the caseworker “in the client's shoes”. These methods also help to counteract pre-conceived ideas and resistance.

- **Best Outcome**: Participants will be thoroughly familiar with the elements of the content, and their relationships to each other and to previous knowledge. Participants should be able to describe how the elements fit together, express logical inconsistencies, cognitively manipulate the information, use the concepts to think through and solve problems, and generalize the concepts to new and somewhat different situations.

- **Competency Language**: “Knows...”, “Understands...”

**Level III: Application of Knowledge and Skills to the Job**

Level III answers the question, "Now that I understand all this, how does it really apply to my job? What am I supposed to do with it?" Level III defines and describes, in detail, how particular knowledge and skills are applied on the job. This usually includes clarifying the caseworker's role, describing the steps in implementing a task, and identifying how the knowledge or skill may need to be modified for use on the job, particularly to overcome potential barriers to implementation in the work setting.

- **Training methods**: Group discussion; presentation by the trainer; simulations; case examples; audiovisual aids that demonstrate others applying the concepts to practice; and action planning

- **Best Outcome**: Participants should be able to define their job expectations and articulate the kinds of skills they will need to perform to these expectations. Where participants already have the skills needed to perform the task, learning how they should use them will often be sufficient to promote job behavior change. For example, instructing participants why certain questions are critical at the intake screening level to determine level of potential risk should prompt the collection of this information.

- **Competency Language**: “Knows how to...” or “Knows strategies to...”

**Level IV: Skill Development**

Level IV includes the development and refinement of the capacity to perform a task or activity. Skill development proceeds in stages that include observation, modeling, practice, feedback, repetition, mastery, proficiency, and eventually, habituation – doing it without having to think about it. Formal workshop training can generally develop participants only to a level of modeling and practicing the skill.
Further development to achieve mastery and proficiency requires considerable practice and direct feedback, and therefore, must take place on the job!

- **Training Methods**: demonstration, modeling, experiential exercises, guided practice, feedback and coaching, self-assessment and action planning

- **Best Outcome**: Participants should be able to perform the desired abilities at some level. Proficiency is generally obtained only after on-the-job practice and feedback.

- **Competency Language**: “Can....”

**Reference**

TRANSFER OF LEARNING

“Training without ‘transfer of learning’ is just training”
– J. Bennett, Former Director of the NEORTC

Classroom training provides opportunities for staff and caregivers to improve job performance. However, a day in the classroom doesn’t ensure knowledge and skills taught will be carried over onto the job. To increase the likelihood that what is taught in the classroom results in behavior modification back at the agency, a process called Transfer of Learning (TOL) needs to occur (Burke & Hutchins, 2007; Salas, Tannenbaum, Kraiger & Smith-Jentsch, 2012; the Ohio Child Welfare Training Program, 2000).

Organizations view training as an investment to increase the skills and abilities of their workforce. TOL increases an organization's likelihood of receiving positive outcomes from its training investment (Salas, Tannenbaum, Kraiger & Smith-Jentsch, 2012). TOL and the development of new knowledge and skill are not isolated events, but a process that occurs before, during, and after training (Salas, Tannenbaum, Kraiger & Smith-Jentsch, 2012; The Ohio Child Welfare Training Program, 2000). It is a partnership between many individuals: the RTC staff, trainer, agency manager, line supervisor, and the participant. Each member of this team has their own responsibilities if TOL is to occur. As trainers, you are responsible for incorporating a variety of TOL strategies into your learning activities to help ensure training is an investment, and not an expense.

A literature review conducted by Burke & Hutchins (2007), indicates three primary factors influence TOL:

- Training intervention design and delivery
- The work environment
- Learner characteristics

By knowing these factors and how they influence TOL you will be able to create learning opportunities to best promote TOL.

Training Intervention Design and Delivery

As a trainer or coach, you have little influence on the work environment or learner characteristics, but you can impact TOL by incorporating effective TOL interventions into your learning activities. TOL interventions should incorporate elements of instruction, demonstration, practice, and feedback. The OCWTP has developed two TOL tools, the Idea Catcher and the Action Plan, to help guide TOL in the classroom. You can use these tools, or develop your own, topic-specific TOL tool. Participants are always going to be thinking, “How can I use this in my practice?” so you should be demonstrating application throughout the training. The following tables show how to incorporate TOL strategies into trainings and what the benefits of each strategy are.
<table>
<thead>
<tr>
<th>Steps</th>
<th>Actions</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a valid training strategy and design</td>
<td>Include these elements in training: provide information, give demonstrations of good/bad behaviors, allow participants to practice, and give meaningful and diagnostic feedback</td>
<td>Helps participants understand and practice the knowledge, skills, and abilities that they need to develop; allows for remediation</td>
</tr>
<tr>
<td>Build in opportunities for participants to engage in transfer-appropriate processing</td>
<td>Incorporate features that require participants to engage in the same cognitive processes during training that they will have to in the transfer environment (e.g., sufficient variability and difficulty); Recognize that performance during training does not necessarily reflect the participants ability to apply what they have learned in the transfer environment</td>
<td>Equips participants to be better able to apply what they learned when performing their job</td>
</tr>
<tr>
<td>Promote self-regulation</td>
<td>Maintain the participants’ attention and keep them on task by encouraging self-monitoring</td>
<td>Allows participants to monitor their progress toward goals</td>
</tr>
<tr>
<td>Incorporate errors into the training</td>
<td>Encourage participants to make errors during training, but be sure to give guidance on managing and correcting the errors</td>
<td>Improves transfer of training and equips participants to deal with challenges on the job</td>
</tr>
<tr>
<td>Use technology-based training wisely</td>
<td>Technology can be beneficial in training but proceed with caution. Recognize that entertaining participants is insufficient for return on investment</td>
<td>Optimizes individual learning</td>
</tr>
<tr>
<td>Use computer-based training (CBT) correctly</td>
<td>Ensure that any CBT is based on sound instructional design, for example, providing participants with guidance and feedback. Recognize that not all training can be delivered via computer</td>
<td>Allows for self-paced learning</td>
</tr>
<tr>
<td>Allow user control wisely</td>
<td>Provide sufficient structure and guidance to participants when allowing them to make decisions about their learning experience</td>
<td>Allows for individualized training experiences while ensuring the participants have appropriate learning experience</td>
</tr>
</tbody>
</table>

### Ensure Transfer of Learning

<table>
<thead>
<tr>
<th>Steps</th>
<th>Actions</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remove obstacles to transfer</td>
<td>Ensure participants have ample time and opportunities to use what they have learned</td>
<td>Increases transfer of training and reduces skill decay; Maintains employee motivation and self-efficacy</td>
</tr>
<tr>
<td>Provide tools and advice to supervisors</td>
<td>Ensure supervisors are equipped to reinforce trained skills and can promote ongoing learning using on-the-job experiences</td>
<td>Enables employees to retain and extend what they learned in training</td>
</tr>
<tr>
<td>Encourage use of real-world debriefs</td>
<td>Reflect on and discuss with participants on-the-job experiences that are related to the training; Reinforce lessons learned, uncover challenges, and plan how to handle situations in the future</td>
<td>Promotes retention, self-efficacy, and motivation; Improves job performance; promotes adequate mental models</td>
</tr>
<tr>
<td>Provide other reinforcement and support mechanisms</td>
<td>Consider providing participants with job aids or access to knowledge repositories or communities of practice to reinforce and support what they learned in training</td>
<td>Improves performance</td>
</tr>
</tbody>
</table>

### Evaluate Training

<table>
<thead>
<tr>
<th>Steps</th>
<th>Actions</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider evaluating training at multiple levels</td>
<td>Consider measuring reactions, learning, behavior, and evaluation survey results</td>
<td>Allows well-grounded decisions about training, including any necessary modifications; Enables effective training to continue to be supported</td>
</tr>
</tbody>
</table>

The Work Environment

Elements in the work environment are known to influence TOL, such as the transfer climate, supervisory support, and peer support.

- Transfer Climate refers to the learning environment of an organization to either promote or prevent knowledge and skill learned in training back on the job (Burke & Hutchins, 2007; Salas,
• Tannenbaum, Kraiger & Smith-Jentsch, 2012). TOL is increased when organizations are supportive during the learning process and encourage the practice of new skills, have positive consequences, and positive social support. Consequently, supervisors are key to the TOL process.

• **Supervisory Support** is necessary to increase TOL. The supervisor should support, encourage, and coach the participant during the development of new skills. Supervisors can use strategies such as goal setting, guided reflection, and debriefing to help promote TOL following training (Burke & Hutchins, 2007; Salas, Tannenbaum, Kraiger & Smith-Jentsch, 2012).

• **Peer Support** is the opportunity to network with colleagues and feel supported in sharing ideas and learning from others. Participants who have peer support are most likely to transfer skills to the job (Burke & Hutchins, 2007).

**Learner Characteristics**

There are seven factors associated with learner characteristics which may influence the TOL process:

• Cognitive ability,
• Self-efficacy,
• Affect,
• Openness to experience,
• Perceived utility,
• Career planning, and
• Organizational commitment

(Burke & Hutchins, 2007).

**References**


ADULT LEARNING THEORY

Literature on adult learning theory is replete with theorists who add their own interpretation to the principles of adult learning theory first outlined by Malcolm Knowles. Knowles understood that adults’ learning is influenced by behavioral, cultural and situational factors that must not only be understood, but more importantly, managed by those that design and conduct adult learning events.

The principles of Knowles theory (1987) are learner-centered, focusing on the needs and viewpoint of the participant. These principles include:

- Adults need to know why they should learn something. They need to see a relationship between what is learned and its usefulness to them.
- Adults have a deep need for self-direction and want to determine what they learn and how they will engage in learning.
- Adults have a greater volume and difference in quality of experience than youth and base all their learning on these past experiences.
- Adults become ready to learn when they identify something they need to know or do differently to perform job-related or other activities more effectively and satisfactorily.
- Adults enter a learning experience with a task-centered orientation to learning, requiring that the learning benefit them in some desired way.
- Adults are motivated to learn by both extrinsic and intrinsic motivators.

To take charge of learning in the training room and optimize the learning experience for the adult participant, you must understand the intricacies of learner-centered adult learning theory to provide a positive and productive learning experience.

Learner Participation

People participate in adult learning for a variety of reasons including for the sake of learning itself, social relationships, escape and stimulation, the expectations of others, or professional growth and advancement. The child welfare professional may view learning as an opportunity to gain credit for continuing education, or to improve performance on the job as well as a step towards job advancement. At the onset of learning it is important that the trainer understand and acknowledge the diverse reasons for why people participate as well as help them define the “What’s in It for Me” (WIIFM) or how participation in learning can be of value in helping address workplace performance. Once defined, it is more likely that the individual will acknowledge the value of the learning activity as a means of achieving professional growth and enrichment.

Also important to the trainer is assessing the experience level, background and organizational context of the participants and to project how they will view what is captured in the curriculum and its usefulness to
them in the workplace. Taking the time to relate to the participants as individuals helps them feel respected for who they are and the set of experiences they bring into the classroom.

**The Learning Environment**

As a trainer, you must see a direct relationship between the learning environment of the classroom and the adult learner’s level of participation. You can provide an environment that either promotes learning by addressing both the physical as well as the emotional or psychological climate of the classroom.

One of the factors essential to the learning environment is respect for the participants and their ability to freely express their thoughts and ideas. In the classroom, you have a responsibility to provide the participants with a safe and permissive environment. Permissive means that the trainer encourages learner participation through active classroom involvement. Understanding that classroom experimentation validates the importance of trying out newly learned knowledge and skills in the safety of the classroom, is important. Performance may be less than perfect and learning from mistakes is valuable. This can only be accomplished if the environment in the classroom is void of criticism, allowing the participant to be vulnerable before others. However, you should acknowledge that mistakes will be made, and you should provide corrective feedback when needed.

In addition, respect for the participants requires you to assess and manage their diversity from a cultural standpoint as well as from an adult learning style perspective. As a trainer, you must be able to successfully manage the diversity in the classroom to ensure the needs of all participants are addressed.

The learning environment should be comfortable and interesting. You should strive to make the training room visually interesting by using media that enhance the learning experience. Whenever possible find ways to best manage seating, temperature control and other physical factors that can serve as a distraction to learning.

**Factors That Enhance Learning**

Participation in adult learning is high when triggered by motivation. Adult learners must feel motivated to learn. Your role is to provide motivational triggers to learning.

Learners are motivated when trainers give them direction and support, such as providing an overview of what will be taught during the training, and why it is relevant to improving child welfare practice. It is also important that the training system, supervisors, and management support trainees to promote transfer of learning.

Adults must perceive you are a subject matter expert in their area of content, as well as skilled in facilitating learning by providing the learners with a quality learning experience.

Adults want to participate in their learning by helping define what is important for them personally to learn and then be able to invest themselves and their own sets of experiences in the discussion. Openness on the part of the trainer to take time to discuss problems and topics of learner interest increases motivation to learn.
In Summary

The adult learner requires and deserves special consideration from the trainer to achieve a quality learning experience. You should be aware of adult learning theory and manage the learning environment so that you can provide learning activities that improve the learner’s workplace performance and, more importantly, services to the children and families served by Ohio’s child welfare system.

Reference

GOALS OF CHILD WELFARE: SAFETY, PERMANENCY AND WELL-BEING

Safety, permanency, and well-being were established as the goals of child welfare by the Adoption and Safe Families Act of 1997. In 2002, the federal government began a program to measure each state’s performance regarding achieving safety, permanency, and well-being for all children. This program, called the Child and Family Services Review (CFSR), consists of a statewide self-assessment and on-sight review, followed by the development of a Program Improvement Plan (PIP). Ohio completed the CFSR Round III review in 2017. Additional information about Child and Family Services Reviews can be found at:

- Child and Family Services Review Process
- Children’s Bureau Child and Family Services Reviews Fact Sheets

The following resources provide information about the goals of child welfare and how Ohio is working to reach these goals:

Safety
- Ohio’s Differential Response System
- Comprehensive Assessment Planning Model - Interim Solution

Permanency
- Placement Policy related to Preferences
- Family Search and Engagement
- Protect Ohio Project
- Permanency Roundtables
- Kinship Care
- The Ohio Commission on Fatherhood
- Wendy’s Wonderful Kids

Well-Being
- The Ohio Youth Advisory Board
- Ohio Connecting the Dots
- Foster Care Advisory Group
- Trauma-Informed Care Protocols and Best Practices

Additional resources
- PCSAO Fact Book
- Child Welfare: Then and Now
- Enhancing Permanency for Youth in Out-of-Home-Care
- Integrating Safety, Permanency, and Well-Being into Child Welfare
- Complex Trauma
- ODJFS Annual report.
**EVIDENCE-INFORMED LEARNING ACTIVITIES**

Trainers and coaches should use current evidence-based and best practice methodologies in the development of their learning activities. This does not mean all learning activities must be based on academic research. Some of them may focus on personal experience or a promising practice not yet studied. The goal is to be clear about your resources and the evidentiary strength of the learning activity.

The OCWTP developed a system to help better explain the levels of evidence used in all types of learning activities. This taxonomy identifies four levels of learning activities:

- **Level One - Practice Informed:** The learning activity is prepared based on personal or practice experience, personal observation, or anecdotal information.
- **Level Two - Evidence Aware:** The learning activity is prepared based on research from one source such as a book, attending a conference or a critical analysis of one’s own practice.
- **Level Three - Evidence Informed:** The learning activity is prepared through an extensive literature review, research from multiple sources (quantitative and qualitative).
- **Level Four - Evidence Verified:** The learning activity is prepared through research using a systematic review, rapid evidence assessment, or meta-analysis, with attention to biases.

**Important Steps in the Development of Evidence-Informed Learning Activities**

**Assess your expertise in the topic area of the learning activity**

The OCWTP sees value in using content experts to train and coach child welfare staff and caregivers. As you commit to the development of new learning activities it will be essential you first determine if the content of the learning activity falls within the scope of your expertise.

The OCWTP has developed a guide for determining trainer/coach expertise entitled [Criteria for Determining Trainer/Coach/Facilitator Expertise](#).

It is also an expectation that, as a content expert, you stay current in your field by assessing new information and research to determine how it can support or improve practice. To train to best practice, trainers and coaches are expected to take responsibility for remaining current in their content areas.

**Questions to Consider:**
- Does your resume and biographical statement reflect considerable educational and experiential background in the topic area?
- Can you provide detailed, insightful information about the topic area, current professional literature, and how it applies to child welfare?
- Can you discuss current standards, research, and dilemmas of the topic area?
- Have you stayed current with the professional literature in your area of expertise?
Search Professional Resources

Evidence-informed learning activities require trainers and coaches to use reputable professional resources to develop learning activities. In an age of easy access to information, trainers and coaches must use critical thinking and appraisal skills to ensure that the information used to inform learning activities is reliable and valid.

For more information, review San Diego State University’s [Screening Guidelines for Evidence-Based Research and Practice](#).

Questions to Consider:
- How have you vetted the resources you use in your learning activities?
- Are resources from reputable professionals in your field?
- Are you transparent about the rigor of the evidence you used?
- What are you doing to increase the level of evidence you use in your learning activity?

Develop a Reference List

The Reference List is an essential part of the learning outline. This is where trainers and coaches formally document all the resources used in the development of the learning activity and where proper credit for sources used in the development of the learning activity are noted. The OCWTP encourages trainers and coaches to use the APA style format for reference lists if possible. If different formats are used, please ensure that there is sufficient information provided to locate the resources. BibMe is a helpful site when developing reference lists.

Questions to Consider:
- Have you included a Reference List with your outline?
- Have you provided enough information for the source to be found?
- Have you properly credited all the sources you used?
- Do you have written permission to use the author’s work? If not, is the material in the public domain? Or is there a license to use the material? (e.g., Creative Commons)

It is important to remember that evidence-informed training and coaching is an ongoing and emendatory process. This means evidence is constantly corrective and improving. New information is constantly assessed to support or improve practice. Trainers and coaches must always be on the lookout for new and better evidence in their fields of practice.
“[W]hen we intervene in the lives of others we should do so because of the best evidence available regarding the likely consequences of that intervention.”


Reliable Web Resources for Finding Evidence

- National Child Traumatic Stress Network (NCTSN)
- California Evidence-Based Clearinghouse for Child Welfare (CEBC)
- Washington State Institute for Public Policy
- The Cochrane Collaboration
- The Campbell Collaboration
- The National Resource Center for Permanency and Family Connections - Evidence-Based Practices in Child Welfare
OCWTP ROSTER

Regional Training Centers

Central Ohio RTC
Alison Rodgers, Director
alrodger@fccs.us
Franklin County CSB
855 West Mound Street
Columbus, OH 43223
614-278-5909

East Central Ohio RTC
Brian Wear, Director
Brian.Wear@jfs.ohio.gov
Guernsey County CSB
274 Highland Avenue, Suite 100
Cambridge, OH 43725
740-432-2355

North Central Ohio RTC
Gina Callender, Coordinator
Gina.Callender@jfs.ohio.gov
Cuyahoga County Department of Health & Human Services
9830 Lorain Avenue
Cleveland, OH 44102-4635
216 431-4500

Northwest Ohio RTC
Kelly Crampton, Manager
Kelly.Crampton@jfs.ohio.gov
Lucas County CSB
705 Adams Street, 11th Floor
Toledo, OH 43604
419-213-3653 (Staff Training)
419-213-3505 (Caregiver Training)

Northeast Ohio RTC
Mary Serapiglia, Director
mserapiglia@summitkids.org
Summit County Children Services
264 S. Arlington Street
Akron, OH 44306
330-379-2003

South Central Ohio RTC
Tracie Stein, Director
Tracie.Stein@jfs.ohio.gov
Southeast Ohio RTC
2099 East State Street, Suite A
Athens, OH 45701
740-592-9082

Southwest Ohio RTC
Denise Orchard, Administrator
Denise.Orchard@jfs.ohio.gov
Clermont County JFS
420 Wards Corner Road, Suite J
Loveland, OH 45140
513-248-1936

Western Ohio RTC
Dale Hotaling, Director
Dale.Hotaling@jfs.ohio.gov
Greene County CSB
1312 Research Park Drive
Beavercreek, Ohio 45432
937-427-4540

Return to Table of Contents
Ohio Department of Job and Family Services (ODJFS)
4020 E. 5th Avenue
Columbus, Ohio 43219
http://www.jfs.ohio.gov/
Christine Dobrovich
Bureau Chief for Adult and Child Protective Services
Christine.Dobrovich@odjfs.state.oh.us
LeRoy Crozier
Contract Manager crozil@odjfs.state.oh.us

Public Children Services Association of Ohio (PCSAO)
37 West Broad Street, Suite 1100
Columbus, OH 43215
http://www.pcsao.org/
Angela Sausser
Executive Director
angela@pcsao.org
Scott Britton
Assistant Director
scott@pcsao.org

State Training Coordinator – Institute for Human Services
1706 East Broad Street
Columbus, OH 43203
http://www.ihs-trainet.com/
Ron Hughes
Director
RHughes@ihs-trainet.com
Nan Beeler
Assistant Director
NBeeler@ihs-trainet.com
Judy Rycz
Program Director
JRycz@ihs-trainet.com
Sally Fitch
Assistant Director
SFitch@ihs-trainet.com
Adoption Sub-Contract Agencies

Adoption Network Cleveland
Julius Jackson
julius@adoptionnetwork.org

Adopt America Network
Kathy Schafer
kschafer@adoptamericanetwork.org

Northeast Ohio Adoption Services
Michelle Wolcott
mwolcott@noas.com

United Methodist Children’s Home
Pat Porter
paporter@fccs.us

CHOICES
Pam Ross
pross@choicesfostercare.com
REGIONAL TRAINING CENTERS

ADDRESS: 855 WEST MOUND STREET
           COLUMBUS, OHIO 43223
PHONE: (614) 278-5906

Counties Served
Crawford  Delaware  Fairfield  Fayette
Franklin  Knox  Licking  Madison
Marion  Morrow  Pickaway  Richland
Union

Directions

- **FROM NORTH:** I-71 South through Columbus, proceed through downtown area follow signs for I-70 West (Dayton). Take the Mound Street Exit (#98B). At the intersection, turn left onto Mound Street. Continue on Mound Street for approximately one-half mile, passing Cooper Stadium. Turn right onto Mt. Calvary Avenue.

- **FROM SOUTH:** I-71 North to Columbus. Take the Greenlawn Avenue Exit (#105). Turn left onto Greenlawn Avenue and proceed to the 2nd light. Turn right onto Harmon Avenue. Harmon will merge into Mound Street, follow for approximately one mile. Turn at the next left, Mt. Calvary Avenue.

- **FROM EAST:** I-70 West to Columbus, proceed through downtown area; follow signs for I-70 West (Dayton). Take the Mound Street Exit (#98B). At the intersection, turn left onto Mound Street. Continue on Mound Street for approximately ½ mile, passing Cooper Stadium. Turn right onto Mt. Calvary Avenue.

- **FROM WEST:** I-70 East to Columbus, take the Broad Street Exit (#97); turn left onto Broad Street. Proceed to Central Avenue, turn right. Continue to Mound Street; turn left on Mound. Proceed on Mound for approximately ½ mile, passing Cooper Stadium. Turn right onto Mt. Calvary Avenue.
• FROM ALL DIRECTIONS: Once on Mt. Calvary Avenue, take an immediate left into the parking lot of the West Edge Business Park. Enter the training center through the main entrance.

Weather Advisory

In case of severe winter driving conditions, please call the CORTC at (614) 275-2700 after 7:15 a.m. to find out if training is canceled. If it is, the message on the recorder will inform you of the cancellation. If there is no message to that effect, then training will be held that day.

The CORTC will make every effort to hold training as scheduled. We do, however, understand different individuals’ comfort levels with driving in bad weather and the decision whether to attend or not is yours.

Expectations and Assistance

CORTC has a staff person, Carlos Craig, who reserves and sets up equipment for all our training sessions. As needed, he also trouble shoots when problems arise. However, many days we have multiple workshops being presented so it is helpful when you can do your own troubleshooting.

We ask for electronic hand-outs 30 days prior to training. For new training sessions, we ask for an outline and a reference list. Two weeks before the workshop, we will check in with you to confirm equipment needs and room set up. We expect you to arrive at least 30 minutes prior to the training session.
ECORTC
East Central Ohio Regional Training Center

ADDRESS:  274 Highland Avenue
           Suite 100
           Cambridge, Ohio 43725
PHONE:    740-432-2355

Counties Served

Belmont    Carroll    Coshocton
Guernsey   Harrison  Jefferson
Monroe     Muskingum Noble
Tuscarawas

Directions

• FROM NORTH AND SOUTH:  Take I-77 to Exit 47 (SR 22).  Turn west off ramp and follow SR 22 West through first traffic light.  ECORTC is located on the left approximately ½ block after the traffic light.

• FROM WEST AND EAST:  Take I-70 to Exit 178 (Cambridge/SR 209).  Turn north onto SR 209 West towards Cambridge.  At the Guernsey County Courthouse, turn right onto SR 22/40 East (Wheeling Avenue).  Turn left onto Highland Avenue/SR 22 East.  (SR 22 splits from 40 here.)  ECORTC is located on the right between Highland Market and Guernsey County DJFS.

• Parking is limited.  A reserved parking space for trainers and handicapped individuals is available.  This space is in the parking lot that is between the Guernsey County Children Services and DJFS buildings.  It is also the closest parking space to the entrance of ECORTC, which is in the back-Northwest side of the Children Services building.  (Note:  Handicapped individuals have first preference for this designated parking space.)  Additional parking is available directly in front of the Children Services building or on the Highland Market side.  If no spaces are available, there is on-the-street parking available.

Weather Advisory or After Hours Contact With RTC

When inclement weather hits and traveling is a concern, please call ECORTC at 740.432.2355.  If you are unable to reach us at this number, please call 740-801-1259 and leave a message.  Also, please call our home/cell number(s) which will be provided to you prior to training.  Otherwise, if you are still unable to reach any of the ECORTC staff, call 740.439.5555 (answering service).  Please notify us on the day of training by 7:00 a.m.  if you are unable to get to ECORTC.  We will leave information with the agency answering service regarding the status of training.  However, ultimately, we ask that you always use your discretion when traveling.  Your safety comes first!  For training hosted in one of our counties,
also PLEASE CONTACT THE HOST COUNTY DIRECTLY BEFORE CONTACTING THE RTC! THIS WILL ALLOW THE HOST COUNTY TO QUICKLY ADDRESS YOUR INQUIRY.

Hotels

*ECORTC or Guernsey County Children Services staff cannot endorse or take any responsibility for booking, canceling, or working with hotels for price discounts. Also, any listing of hotels is for your convenience only and we cannot guarantee the quality or service of the establishments listed.

Hotels along State Route 209/Southgate Parkway just off Interstate 70 at Exit 178:

- **Comfort Inn** (740) 435-3200
- **Days Inn** (740) 432-5691
- **Hampton Inn** (740) 439-0600
- **Holiday Inn** (740) 432-7313
- **Best Western** (740) 439-3581
- **Baymont Inn** (740) 439-1505
- **Super 8** (740) 435-8080

Other hotels available in the Cambridge area:

- **Cambridge Budget Inn**
  - (740) 432-2304
  - Located at intersection of I-70 Exit 176 and State Routes 22/40 just two miles west of Guernsey County Courthouse.
- **Salt Fork Park Lodge**
  - (740) 439-2751
  - Take I-70 to I-77 North to Exit 47. Follow State Route 22 East. Located eight miles east of Cambridge in Salt Fork State Park.

ECORTC Staff highly recommend booking your hotel stays at least 90 days in advance, due to limited room from the Oil and Gas Industry. Also, there are at least four new hotels under construction and several bed and breakfasts, so please use Google to identify other hotels that are not on this list.

Expectations and Assistance

ECORTC has a technology ready training room. ECORTC staff is available to provide back-up support to trainers as needed. We expect trainers to be at the RTC at least 45 minutes prior to the start of training to set-up their equipment, get acclimated to the training center, and greet participants. Following the training session, we expect trainers to put everything back where it belongs. Due to the variations in presentation software, we highly recommend you bring your own laptop to ensure the presentation meets your needs. For sites other than the RTC, we ask that you bring your own laptop 100% of the time, that includes training located in any of our counties for staff, caregivers and adoptive parents.

Because the East Central Region is less populated than metro regions, many times we have smaller training groups. Also, we have various other disciplines represented in our trainings (i.e., mental health professionals, school social workers, etc.). Approximately two weeks prior to the training session, ECORTC staff contacts the trainer and informs him/her of group composition and finalizes details for the workshop. As always, you can monitor the class size in E-Track at any time. Just as a reminder, the Pre-Service trainings do not have enrollments, so the class size in E-Track may not be reflected in the system.
ADDRESS: Westshore Opportunity Center, 9830 Lorain Avenue, Cleveland, OH 44102
PHONE: 216-881-5667

Counties Served
Cuyahoga

Directions

- **FROM THE SOUTH** Take I – 71 North toward Cleveland.
  Take the Bellaire Rd/W 130th St exit, EXIT 242A-B. Keep left to take the Bellaire Rd ramp.
  Turn left onto Bellaire Rd. Bellaire Rd becomes W 105th St.
  Turn right onto Lorain Ave/OH-10. Keep left on Lorain Ave.
  Turn left onto W 98th St and NCORTC at the Westshore Opportunity Center will be on your left.

- **FROM THE WEST** Take I – 90 East toward Cleveland.
  Take the West Blvd exit, EXIT 167, toward OH-10/Lorain Ave.
  Turn right onto West Blvd. Take the 1st left onto Lorain Ave/OH-10.
  Keep left on Lorain Ave. Turn left onto W 98th St and NCORTC at the Westshore Opportunity Center will be on your left.

- **FROM THE EAST** Take I – 90 West toward Toledo.
  Take the West 98th St/West Blvd exit, EXIT 167A. Turn left onto W 98th St.
  NCORTC is at the Westshore Opportunity Center and will be on your right.

Expectations and Assistance
NCORTC has 5 well-equipped training rooms and 3 computer labs, and all but 2 of our rooms have air walls and may be expanded to accommodate larger groups. We have coffee, tea, a water/ice machine, refrigerator and microwaves available for trainer and participant use. A facilitator, who is a NCORTC staff, is assigned to each training event and is there to provide support and technical assistance prior to and on the day of training. Handouts should be sent to your assigned facilitator, at least 2 weeks prior to the class session. Please inform your assigned NCORTC facilitator of any equipment needs or special room arrangements. We expect trainers to adhere to the OCWTP agreement and arrive at the training facility 30 minutes prior to the start of training and be ready to train at the appointed time.  

NCORTC
staff will handle set up and connection to our in-room hardware. **NCORTC and OCWTP expect you to adhere to giving 15-minute breaks in the morning and afternoon and an hour for lunch and not to shorten breaks or lunches for early dismissal.** Our staff will assist you after the training is over to tear down equipment and put the room back into the condition it was in prior to training. We look forward to seeing you at NCORTC in the Westshore Opportunity Center!

### Hotels

**Downtown Cleveland:**

- **Hilton Garden Inn Cleveland Downtown**  
  1100 Carnegie Avenue  
  Cleveland, Ohio 44115  
  (216) 658-6400

- **Drury Plaza Hotel Cleveland Downtown**  
  1380 East 6th Street  
  Cleveland, Ohio 44114  
  (216) 357-3100

- **Kimpton Schofield Hotel**  
  2000 East 9th Street  
  Cleveland, Ohio 44115  
  (216) 357-3280

- **Renaissance Cleveland Hotel**  
  24 Public Square  
  Cleveland, Ohio 44113  
  (216) 696-5600

**Surrounding Area**

- **Hampton Inn Cleveland Tiedeman Road**  
  10305 Cascade Crossing  
  Brooklyn, Ohio 44144  
  (216) 929-8400

- **Home2 Suites by Hilton Cleveland Independence**  
  6200 Patriots Way  
  Independence, Ohio 44131  
  (216) 264-4272

- **Embassy Suites by Hilton Cleveland Rockside**  
  5800 Rockside Woods Boulevard N  
  Independence, Ohio 44131  
  (216) 986-9900

- **Holiday Inn Cleveland South**  
  6001 Rockside Road  
  Independence, OH 44131  
  (216) 524-8050

### Inclement Weather:

NCORTC at the Westshore Opportunity Center is a part of the Cuyahoga County Ready Notify System. If there is inclement weather that forces building closure or abbreviated work days for staff, you will be notified by your assigned class facilitator.
Counties Served

- Ashland
- Ashtabula
- Columbiana
- Geauga
- Holmes
- Lake
- Lorain
- Mahoning
- Medina
- Portage
- Stark
- Summit
- Trumbull
- Wayne

Directions

- **FROM ALL DIRECTIONS:** Once you go onto Martin Place, take a right to enter Summit County Children Services Campus. The gated entrance into the campus is open during the day Monday-Friday, otherwise if gate is closed, press buzzer to announce that you are here for training and drive through the entrance. Turn left, the Education Center (NEORTC) is in a separate building on top of a hill to the left of the main building.

- **FROM NORTHWEST:** I-80 East to I-77 South to I-76 East exit at Kelly Avenue and Arlington Street exit. Follow signs to Arlington St and turn right on 5th Avenue to Arlington Street. Turn right on Arlington Street, come under the expressway, turn left on to Martin Place, then turn right to enter Summit County Children Services campus. See directions above.

- **FROM SOUTH:** I-77 North to I-76 East exit at Kelly Avenue and Arlington Street exit. Follow signs to Arlington St and turn right on 5th Avenue to Arlington Street. Turn right on Arlington Street, come under the expressway, turn left on to Martin Place, and then turn right to enter Summit County Children Services campus. See directions above.

- **FROM SOUTHWEST:** I-71 North to Rt. 224/1-76 East to Akron. Travel through interchange and exit at Kelly Avenue and Arlington Street exit. Follow signs to Arlington St and turn right on 5th Avenue to Arlington Street. Turn right on Arlington Street, come under the expressway, turn left on to Martin Place and then turn right to enter Summit County Children Services campus. See directions above.

- **FROM WEST:** I-76 to Kelly Avenue and Arlington Street exit. Stay right. Turn right on 5th Avenue to Arlington Street. Follow signs to Arlington St and turn right on 5th Avenue to Arlington Street. Turn right on Arlington Street, come under the expressway, turn left on to Martin Place, and then turn right to enter Summit County Children Services campus. See directions above.
• **FROM EAST:** I-76 to Arlington Street exit. Continue straight across Arlington Street onto Martin Place, and then turn right to enter Summit County Children Services campus. See directions above.

### Weather Advisory

In case of severe winter driving conditions, please call the NEORTC at (330) 379-2003 after 6:30 a.m. to find out if training is canceled. If it is, the message on the recorder will inform you of the cancellation. If there is no message to that effect, then training will be held that day. Please inform us (using the emergency RTC contact list) by 6:30 a.m. the day of the training if you will be unable to present your training due to weather or another emergency.

### Hotels

<table>
<thead>
<tr>
<th>Hotel</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hilton Garden Inn</td>
<td>1307 E. Market Street</td>
<td>(330) 733-2900</td>
</tr>
<tr>
<td>Holiday Inn Express</td>
<td>898 Arlington Ridge East</td>
<td>(330) 644-5600</td>
</tr>
<tr>
<td>Residence Inn Akron South/Green</td>
<td>897 Arlington Ridge East</td>
<td>(330) 644-2111</td>
</tr>
<tr>
<td>Quality Inn &amp; Conference Center</td>
<td>2940 Chenoweth Road</td>
<td>(330) 644-7126</td>
</tr>
</tbody>
</table>

Additional hotel information is available from NEORTC by request.

### Expectations and Assistance

After we schedule a training with you, we will confirm the date and location with you via e-mail. You will also receive notification from E-Track when you are assigned as the Facilitator. If you notice a discrepancy with dates, please let us know as soon as possible. Within two weeks of the scheduled training, we will send another confirmation e-mail with the number of attendees who are enrolled in E-Track. We will also ask that you submit any updated handouts at that time, if you have not sent them previously. Also, please let us know what equipment needs you have. Each of our four training rooms is equipped with an LCD Projector, TV DVD/VCR and flip chart paper/stands. We can have a laptop available for use if requested. NEORTC has Wi-Fi access and can provide you with the log-in information upon request. This information is not to be given to trainees. On the day of the training we expect you to adhere to the agreement and arrive at the RTC at least 30 minutes prior to the start of training. NEORTC has staff here by 8 am and you are welcome to come at that time if you need more time to set up. We provide a list of training rules in the training rooms - please read the rules to the participants. **We expect you to adhere to giving 15-minute breaks in the morning and afternoon and an hour for lunch and not to shorten breaks or lunches for early dismissal.** Our staff will assist you after the training is over to tear down equipment and put the room back into the condition it was in prior to training.

Caregiver training is held at the RTC and at each of the county locations within the region. Each county has equipment available including a computer, projector and flip charts for your use. Please contact the county directly three weeks before the training to verify your equipment needs and provide your handouts. Some counties do not have access to copiers and/or additional equipment after hours, so advance contact is required. Contact information for each county will be provided to you with your training confirmation. In the event of bad weather, the county will make the determination if training is canceled in their county and notify you. Please feel free to contact the RTC if you have any questions.
ADDRESS: 705 Adams Street
Toledo, Ohio 43604
PHONE: (419) 213-3653 (Staff)
(419) 213-3505 (Caregiver)

Counties Served

- Defiance
- Erie
- Fulton
- Hancock
- Henry
- Huron
- Lucas
- Ottawa
- Paulding
- Putnam
- Sandusky
- Seneca
- Van Wert
- Williams
- Wood
- Wyandot

Directions

- **FROM THE SOUTH (Columbus/Lima/Dayton areas):**
  Take I-75 North toward Toledo/Detroit and exit in downtown Toledo at 201B. You’ll be on Erie Street. Take Erie Street to Madison Avenue and turn left. Go one block to Ontario Street and turn right. Turn right off Ontario into the parking garage (the name of the parking garage is Reu Park). Take the parking garage elevator down to the first floor. Turn right as you exit the elevator. Enter the Conference and Learning Center through the double doors.

- **FROM CLEVELAND/AKRON AREAS:** Take the Ohio Turnpike west to I-75 (Exit 4A) then take I-75 North toward Toledo/Detroit. Exit I-75 in downtown Toledo (Exit 201B) and follow the directions above.

- **FROM DETROIT/POINT PLACE:** Take I-75 South and exit at 10B (Huron Street) to downtown Toledo. Turn right on Madison Avenue, and then turn right on Ontario Street. Follow the directions above for the parking garage and building information.

Hotels

- **Downtown Toledo:**
  - Grand Plaza
    - 444 N Summit St
    - Toledo, OH 43604
    - (419) 241-1411

- **Park Inn by Radisson**
  - 101 N. Summit Street
  - Toledo, OH 43604
  - (419) 241-3000
  - 1-866-656-7127
Holiday Inn French Quarter  
10630 Fremont Pike  
Perrysburg, OH 43551  
(419) 874-3111

Holiday Inn Express  
27239 Lake Vue Drive  
Perrysburg, OH 43551  
(419) 874-3101

Hampton Inn Toledo /South Maumee  
1409 Reynolds Road  
Maumee, OH 43537  
(419) 893-1004

Days Inn Toledo/Perrysburg  
I-75 and State Route 20  
Perrysburg, OH 43551  
(419) 874-8771

Cross Country Inn  
1704 Tollgate Drive  
Maumee, OH 43537  
(419) 891-0880

Red Roof Inn  
I 80/90 and US 20  
Maumee, OH 43537  
(419) 893-0292

Days Inn Maumee/Arrowhead  
(419) 874-8771

If you wonder whether a training has been canceled due to inclement weather check your e-mail notifications or call (419) 213-3575. Please DO NOT leave any messages on this line.
SEORTC
Southeast Ohio Regional Training Center

ADDRESS: 2099 E. State Street, Suite A
Athens, Ohio 45701
PHONE: (740) 592-9082

Counts Served:

<table>
<thead>
<tr>
<th>Athens</th>
<th>Gallia</th>
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<tbody>
<tr>
<td>Lawrence</td>
<td>Meigs</td>
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<tr>
<td>Pike</td>
<td>Ross</td>
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<tr>
<td>Washington</td>
<td>Scioto</td>
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<td>Perry</td>
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<td>Vinton</td>
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Directions

- **FROM THE NORTH (LOGAN):** Go east on US-33; exit east on US-50 toward Belpre; take the East State Street exit. At the stop sign continue straight into the Holzer Clinic entrance and make a right onto the access road. Turn left into the office complex. The SEORTC is in the rear building.

- **FROM THE WEST (JACKSON):** Travel on OH-32 E; go east on US-50 toward Belpre; take the East State Street exit. At the stop sign continue straight into the Holzer Clinic entrance and make a right onto the access road. Turn left into the office complex. The SEORTC is in the rear building.

- **FROM THE SOUTH (GALLIPOLIS):** Drive northwest on US-33; take the US-33/US-50/OH-32 ramp; go east on US-50 toward Belpre; take the East State Street exit. At the stop sign continue straight into the Holzer Clinic entrance and make a right onto the access road. Turn left into the office complex. The SEORTC is in the rear building.

- **FROM THE EAST (BELPRE/MARIETTA):** Travel west on US-50 to Athens; take the first East State Street exit and stay left to the stop sign; turn left onto State Street. Continue straight and turn right into the Holzer Clinic entrance and make a right onto the access road. Turn left into the office complex. The SEORTC is in the rear building.

Weather Advisory

If you are concerned about traveling to the Training Center, call the information number at (740) 592-9082. This telephone number is provided to give you information regarding training, and it is available when agency offices are closed. Please inform us by 7:00 a.m. the day of the training if you will be unable to present your training. The information line will be updated at that time.
Hotels

**Super 8 Motel**  
2091 East State St.  
Athens, OH 45701  
(740) 594-4900  
Located .01 Miles from the SEORTC

**Knights Inn**  
997 East State St.  
Athens, OH 45701  
(740) 593-5565  
Located 1.29 Miles from the SEORTC

**Hampton Inn**  
986 East State St.  
Athens, OH 45701  
(740) 593-5600  
Located 1.37 Miles from the SEORTC

**Holiday Inn Express**  
555 East State St.  
Athens, OH 45701  
1-800-345-8082  
Located 3.37 Miles from the SEORTC

**Baymont Inn & Suites**  
20 Home Street  
Athens, OH 45701  
(740) 594-3000  
Located 3.57 Miles from the SEORTC

**Ohio University Inn and Conference Center**  
331 Richland Avenue  
Athens, OH 45701  
(740) 593-6661  
Located 5.13 Miles from the SEORTC

Expectations and Assistance

SEORTC provides a well-equipped training room that is comfortable for our trainers and participants. SEORTC staff is available to provide support to trainers as needed. We expect trainers to adhere to the agreement and arrive at SEORTC or the county location at least 30 minutes prior to the start of training and be ready to train at the appointed time.

Staff and caregiver workshops are scheduled at SEORTC and onsite in our 13 counties. Available equipment in our counties varies. In most cases, counties have laptop, computers, LCD projectors, flip charts and markers available. Trainers should be prepared to work with their own equipment when traveling to county locations in the event of county equipment failure.
COUNTIES SERVED

Adams  Brown  Butler  Clermont  Clinton  Hamilton  Highland  Warren

DIRECTIONS

• From I-71: Take I-275 east (if you are coming from Columbus, this is exit #17A). Take exit #54, Wards Corner Road. Turn south (right – towards the Frisch’s) onto Wards Corner Road, proceed approximately ½ mile. Turn right into the Northeast Commerce Center (420 Wards Corner).

The SWORTC is in the southwest corner of the building, which is all the way down on the left as you face the building. You must park either to the left of the RTC door or to the side of the building.

HOTELS

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<thead>
<tr>
<th>COMFORT SUITES</th>
<th>HOLIDAY INN EXPRESS</th>
<th>HILTON GARDEN INN</th>
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<tbody>
<tr>
<td><strong>COMFORT SUITES</strong></td>
<td><strong>HOLIDAY INN EXPRESS</strong></td>
<td><strong>HILTON GARDEN INN</strong></td>
</tr>
<tr>
<td>(10 miles from SWORTC)</td>
<td>(3 miles from SWORTC)</td>
<td>(.25 miles from SWORTC)</td>
</tr>
<tr>
<td>Eastgate</td>
<td>Milford</td>
<td>Loveland</td>
</tr>
<tr>
<td>(513) 947-0100</td>
<td>(513) 831-7829</td>
<td>(513) 576-6999</td>
</tr>
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</table>

WEATHER ADVISORY

Call (513) 248-1269 if you are uncertain about the status of a workshop on a questionable morning. A message will be on the voice mail, giving you the most up-to-date information.

EXPECTATIONS AND ASSISTANCE

The SWORTC is well-equipped with both training technologies and staff who can assist trainers. The SWORTC is very appreciative and respectful of trainers who are creative and are seeking to expand their own knowledge and skill, not only in their area of expertise, but also in training methodologies and technology.
We ask for handouts 30 days prior to the training for on-site trainings. We ask for handouts for caregiver trainings 60-90 days in advance to ensure timely delivery to counties. While we have copiers on-site, we discourage trainers from waiting to the last minute to submit and duplicate handouts. Moreover, it is the policy of the OCWTP to approve all handouts that are used in our workshops, so it is important to receive those ahead of time.

Please arrive by at least 8:15 if you are using technology such as Power Point or the Classroom Performance System. We generally have the Regional Training Center open by 7:00 AM.
ADDRESS: 1312 Research Park Drive  
           Beavercreek, Ohio 45432  
PHONE: (937) 427-4540

COUNTIES SERVED

Allen  Auglaize  Champaign  Clark  
Darke  Greene  Hardin  Logan  
Mercer  Miami  Montgomery  Preble

DIRECTIONS

• **FROM ALL DIRECTIONS:** From Dayton Xenia Road, go ¼ mile to the first traffic light. Turn left at the light onto Research Park Dr. into the Beavercreek Government Center and Business Park (Beavercreek Post Office will be on your right after you turn). Go 1/3 mile to the Regional training Center (Blue roof), which is at the end of the road on the left. Please park in the back of the building, in spaces facing the woods.

• **TRAVELING EAST/SOUTH TOWARDS XENIA (I-75/RT.35):** If you are coming South on I-75, exit onto Rt. 35 East towards Xenia. Take Rt. 35 to the North Fairfield Exit. Turn North onto North Fairfield. Go ½ mile to Dayton Xenia Rd. (Friendly’s and Sunoco Station will be on your right) turn left onto Dayton Xenia Rd. Follow the directions above.

• **TRAVELING SOUTH ON I-675:** Exit onto North Fairfield Road from I-675. Turn South onto North Fairfield Road. Go 3 miles to Dayton Xenia Rd. (Friendly’s and Sunoco will be on your left). Turn right onto Dayton Xenia Rd. Follow directions above.

• **ALTERNATE ROUTE TO AVOID DAYTON TRAFFIC:** Take I-75 South to I-70 East towards Columbus. Take I-70 East to I-675 South towards Cincinnati. Take I-675 to the North Fairfield Rd. exit and turn south. Follow the direction above for Traveling South on I-675.

• **ALTERNATE ROUTE TO AVOID WRIGHT STATE AND THE MALL TRAFFIC:** Take I-70 to I-675 South to Rt. 35 East. Follow the directions above for Traveling East on Rt. 35.
WEATHER ADVISORY

The Western Ohio Regional Training Center (WORTC) likes to "go ahead" with training whenever possible. Our philosophy is if the trainer can make it and the assigned RTC staff can get there to set up, we will plan to have the training even if some of the participants opt not to attend. In the case of expected bad weather the WORTC staff person assigned with "opening the training" will contact the trainer in advance (at least the day prior to the scheduled start of the training) to touch base and be sure the trainer is still planning to go and has the staff person's cell phone number. In the case of unexpected bad weather, the day of the training the assigned staff person will make the necessary arrangements as soon as possible by first contacting the trainer's cell phone.

If you have questions, please call the WORTC at (937) 427-4540 ext. 0, or WORTC Director Dale Hotaling (937)239-7857.

EXPECTATIONS AND ASSISTANCE

We are not at every training all day long. Some are as far as an hour from our office. We expect you to know how to work the important aspects of your equipment (CPS, Laptops, and LCDs). We are there to help set up, but not there for the middle portion (end of day one, all of day two, or until the end of day three). We also expect that you let us know a month in advance of your equipment needs.

Remember to verify with the WORTC that the training is being held at the Training Center in Beavercreek because approximately 50% of the trainings are held elsewhere.