Measure training beyond attendance

A guide for distinguishing participation, learning, and use of a skill. Choose a few measures that leadership can interpret and supervisors can collect consistently.

Level	What to record	What it can tell you
Participation	Enrolled, attended, completed; distinguish counts and denominators.	Whether staff received the planned learning opportunity.
Learning	A knowledge check or scenario scored against the same criteria.	What staff can explain or demonstrate in that assessment.
Application	A sampled observation, practice log, or supervisor review 7-14 days later.	Whether a selected behavior was used in the sampled context.

Start with one skill and one clear criterion

Example: During a handoff, staff identify a pending task, assign an owner and deadline, and confirm understanding. Agree on the criterion before training. Use comparable scenarios or observations when reviewing change.

A simple practice rubric

0: Required steps not demonstrated in the observed opportunity.
1: Some steps demonstrated, or support was needed.
2: All agreed steps demonstrated independently.
N/O: No suitable opportunity to observe. Keep this separate from zero.

Report the opportunity and the limits

State when, how, and how many people or opportunities were assessed. Report missing data. If there was no baseline, describe the post-training result without claiming improvement. Satisfaction measures usefulness or experience; it does not establish skill use.

Turn the findings into an action

If practice is incomplete, distinguish a learning need from an application barrier. Agree on further rehearsal, a procedure clarification, coverage support, or another review. Use aggregate reporting when individual identification is unnecessary.

This illustrative rubric is not a validated assessment. These measures do not establish that training caused changes in staff retention, incidents, or youth outcomes.

A small measurement plan

Complete this before delivery. Tell staff what will be collected, who can access it, and how it will support learning and improvement.

Skill and observable criterion

Measure	When and how	Planned count or sample
Participation	Attendance and completion records	
Learning	Before and after, where feasible; same criterion	
Application	Agreed follow-up and suitable observation opportunities	

Who collects and reviews the information and where it is stored

Results - include counts, denominators, dates, missing data, and N/O opportunities

What these findings support and what remains uncertain

Next action - person responsible - review date

Example reporting format: "[count] of [count] assessed staff demonstrated all steps in the scenario on [date]. [count] had a follow-up observation; [count] had no suitable opportunity. Next action: [action]." This is a format example, not a reported client result.

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