



Welcome!

Strategies for Developing Effective Training Programs

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TEXAS DEPARTMENT OF AGRICULTURE
COMMISSIONER SID MILLER





Meet our Speakers!

Strategies for Developing Effective Training



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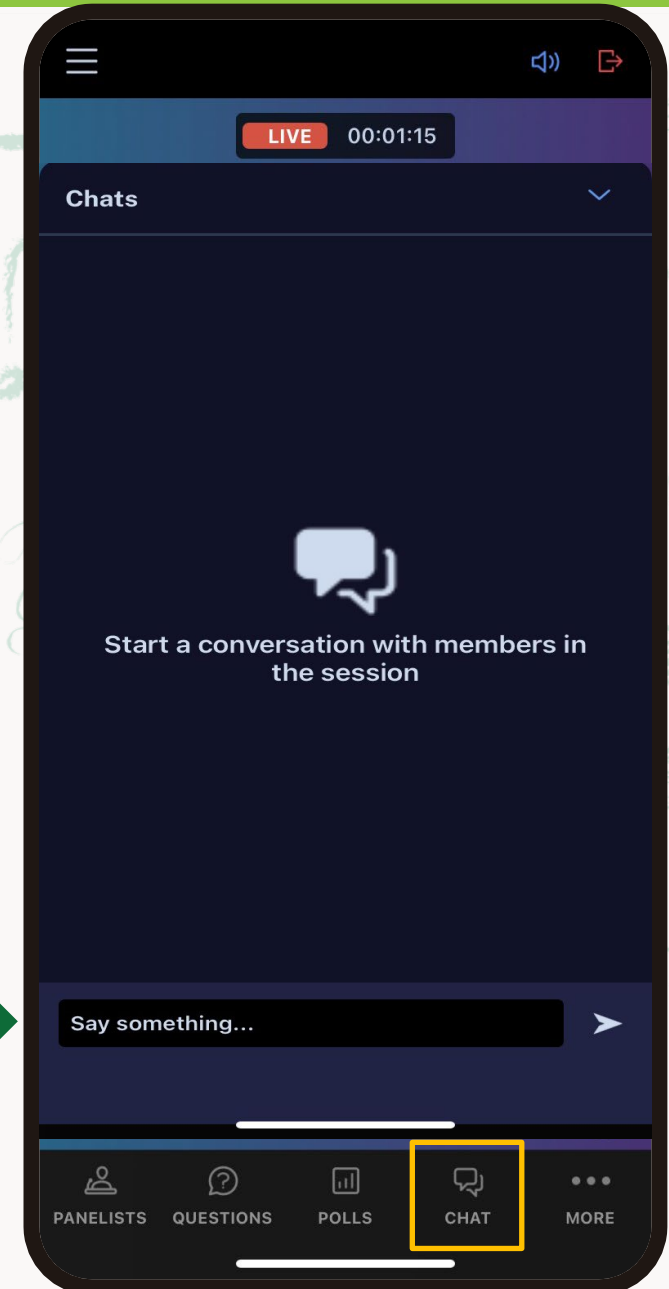
Acknowledgement Statement

You understand and acknowledge that:

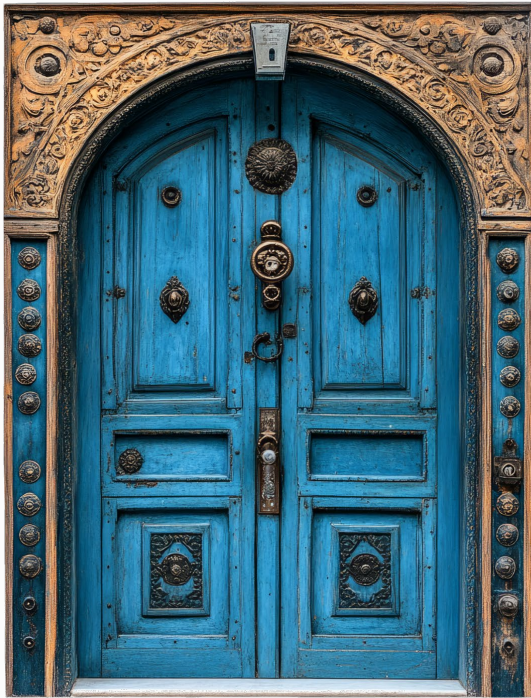
- The training you are about to take does not cover the entire scope of the program; and that
- You are responsible for knowing and understanding all handbooks, manuals, alerts, notices, and guidance, as well as any other forms of communication that provide further guidance, clarification, or instruction on operating the program.



Submit ALL Questions Via The App



Audience Needs Assessments



Tools and Strategies to Increase Retention



Tools to Measure Training Efficacy



Training Is Required To:

✓ Administer Programs

✓ Remain Compliant

✓ Support Operations

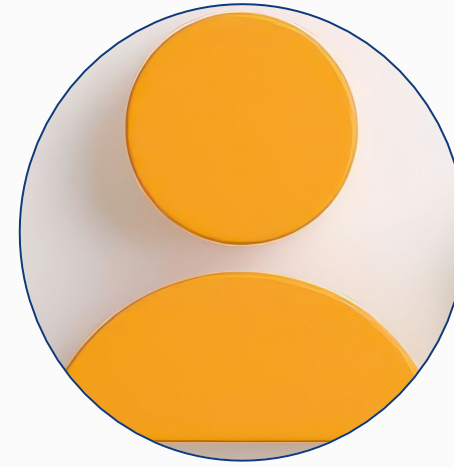
Poll

Know Your Audience

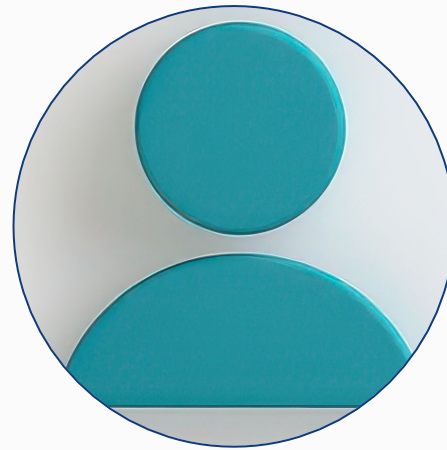
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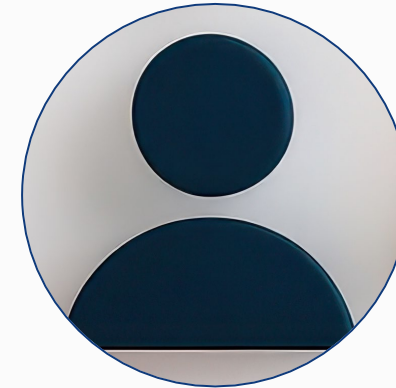
Audience



Who are they?



What do they
do?



What do they
need to know?



vs



Goal

Objective

Emphasize the importance of accuracy to ensure
all meals are reimbursable.

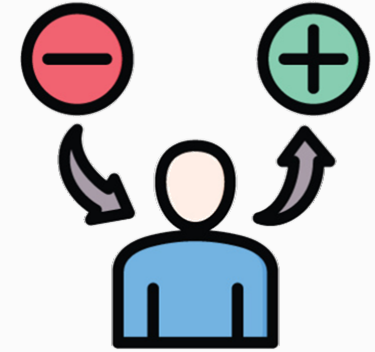
Knowledge vs. Skill vs. Attitude



Knowledge



Skill



Attitude



Desired
Behavior



Participant
Needs

Participant Needs Evaluation Tools



Stakeholder Interviews

Needs Surveys



Self Assessment

Performance Tasks



Observation

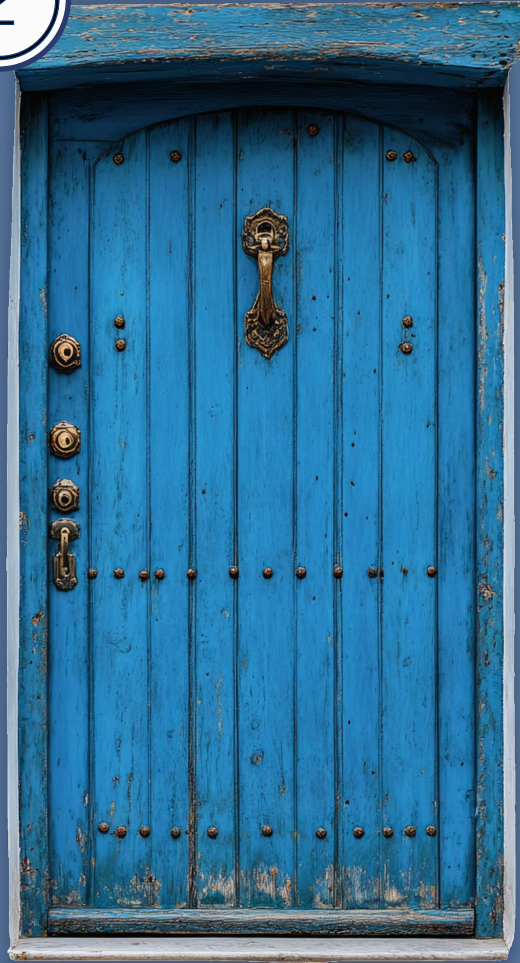


How can you use these ideas to maximize the training you design or offer?

- Desired Behavior
- Knowledge, Skill, Attitude
- Needs Assessment Tool to Use



2



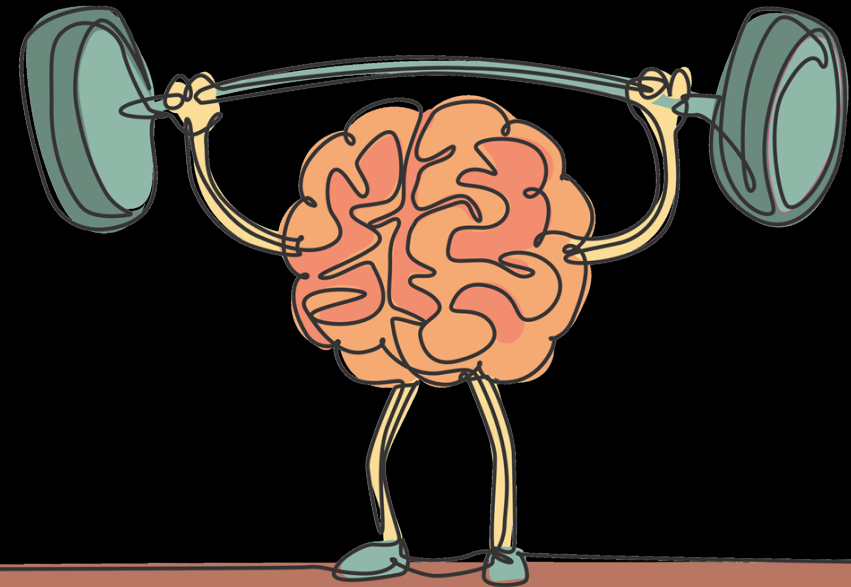
Training & The Brain





After 48 hours,
knowledge
retention is ~10%

The brain is a
muscle





We are wired
to *do*

The Learning Brain



Schema dge



Imagery



The Learning Brain



Schema

Attach Something New



Leverage Experience



We are wired for
i| story s

The Learning Brain

Imagery

 Similes

 Metaphors

 Analogies

PAL Allocation



— DoD

It's Like...

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Price include vat 7.00%



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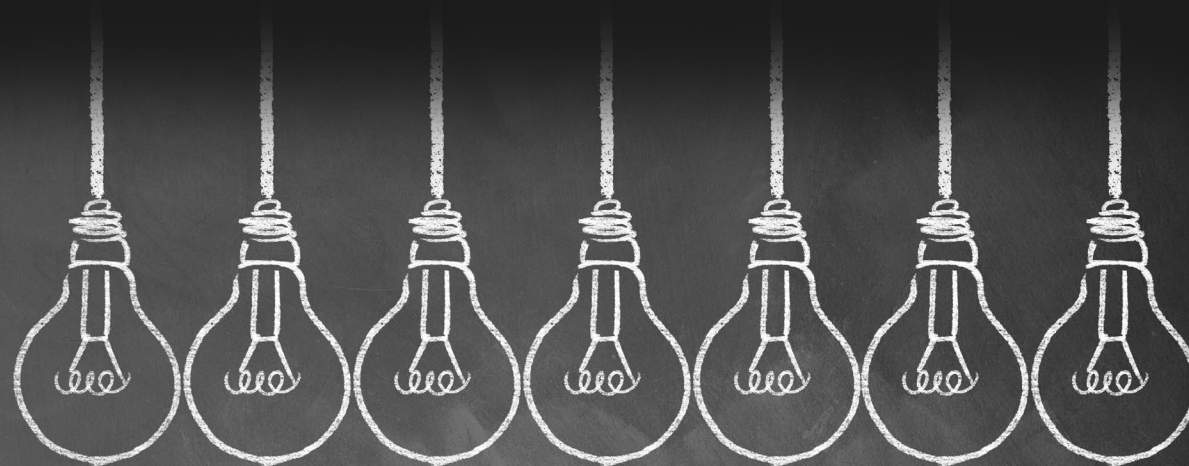


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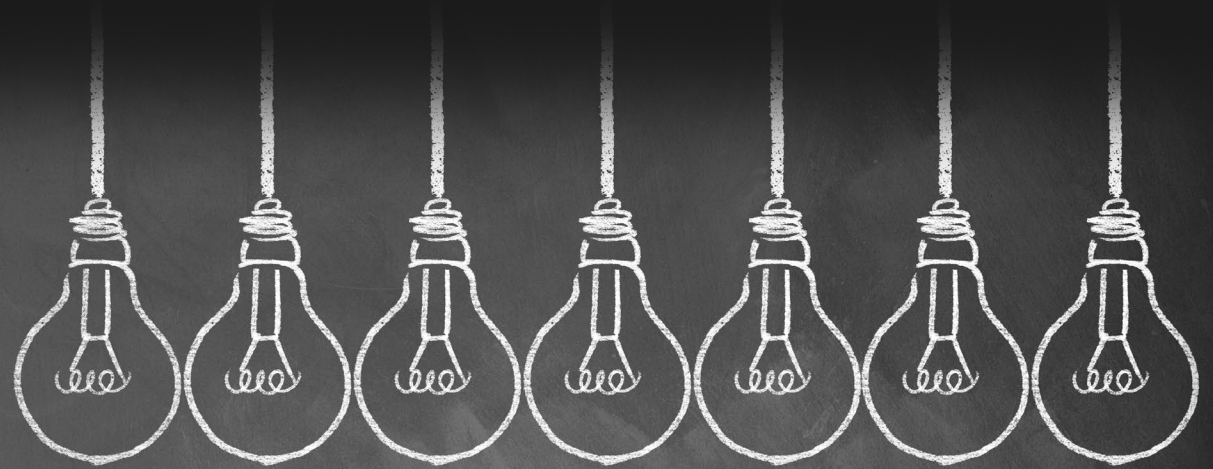
OUT OF STOCK





Spaced Repetition
Increased Retention

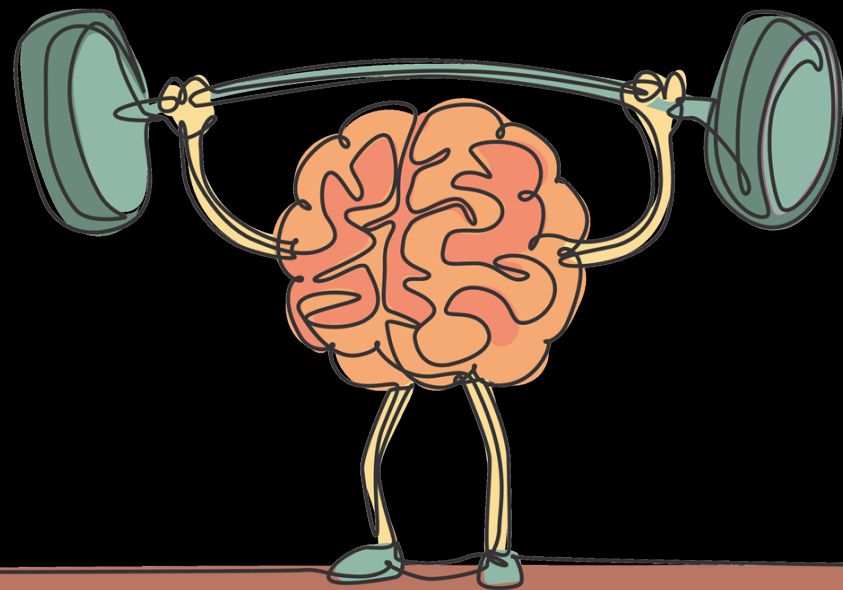
The Learning Brain



Build habit through repetition

Build repetition in training

The Learning Brain



The Learning Brain

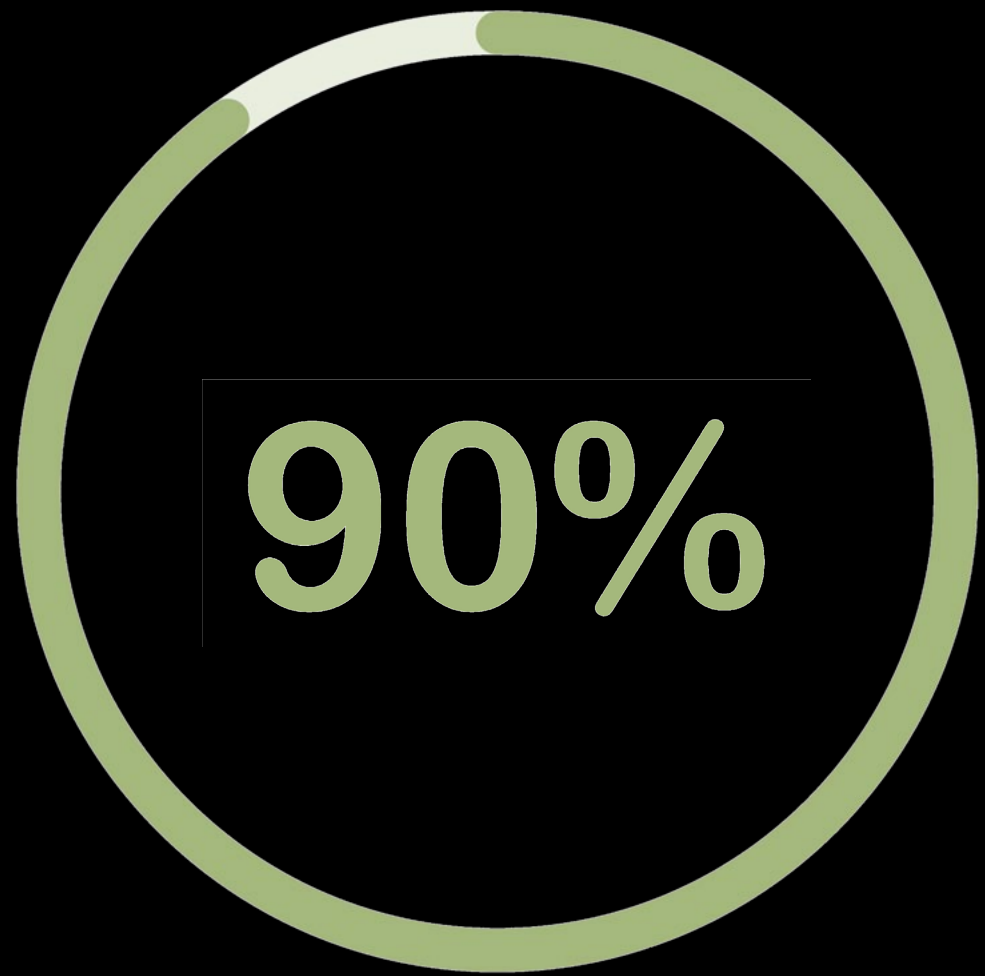


Our brains like
challenge and
variety

The Learning Brain

- ✓ Engage
- ✓ Stimulate the brain
- ✓ Interject and Infuse





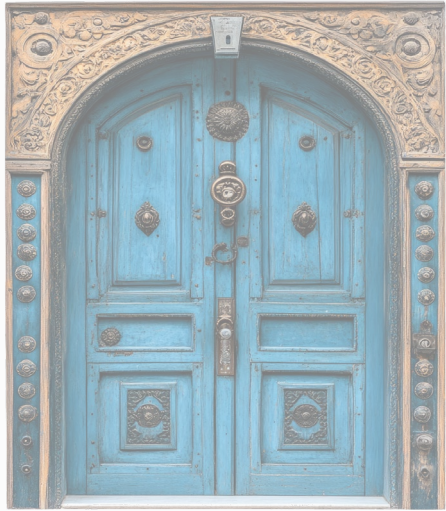
The Learning Brain

Activity

How can you use one of these strategies to improve training you design or offer?

- Schema and Imagery
- Spaced Repetition
- Challenge and Variety





3



Evaluation

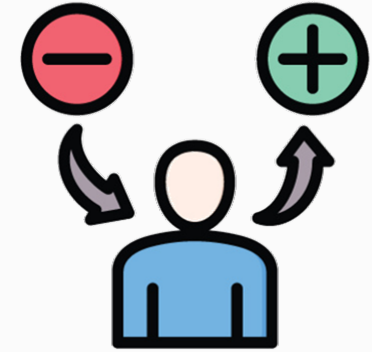
Knowledge vs. Skill vs. Attitude



Knowledge



Skill



Attitude

Evaluation
and
Improvement

Learning
Outcome
Alignment



Variety

Progress
Monitoring



Feedback

Assessment



Evaluation and Improvement

Case Studies

Simulations

Performance
Tasks

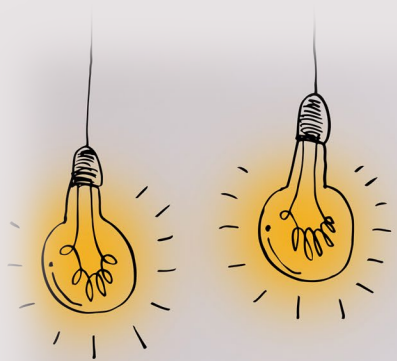
Observation

Peer Review

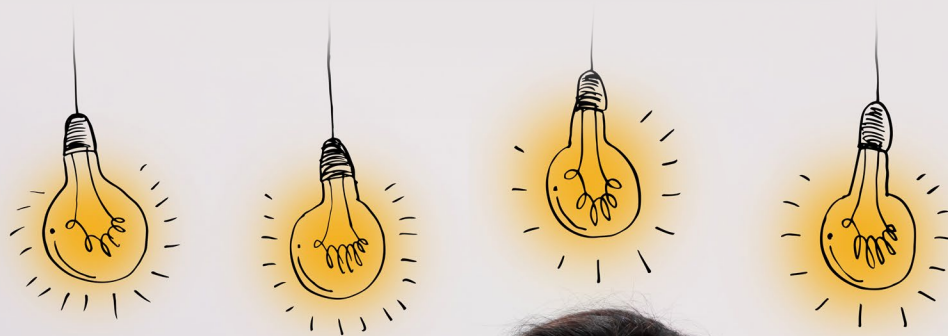


Evaluation and Improvement





IDEAS



- 1.
- 2.
- 3.



What tips can you use to create or improve evaluation tools for your training?

A decorative path of dark grey footprints leads from the bottom left corner, curves around the left side of a central white box, and continues from the right side of the box towards the top right corner. The footprints are stylized, showing a heel and a toe. The central box is white with a thin grey border and contains the text "Next Steps" in a large, black, sans-serif font. The background is a light grey gradient, and there is a solid dark blue horizontal bar at the very bottom of the image.

Next Steps





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2:03 95%

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Session feedback

1. Session Rating *

★ ★ ★ ★ ★

2. The content is relevant to my current role and applicable to my daily work

☐ Agree
☐ Disagree

3. I feel confident in applying the knowledge gained in this presentation. *

☐ Agree
☐ Disagree

4. The presenter's delivery of the content was effective. *

☐ Agree
☐ Disagree

5. The session was engaging and interactive.

☐ Agree
☐ Disagree

6. The presenter encouraged questions and discussions.

☐ Agree
☐ Disagree



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