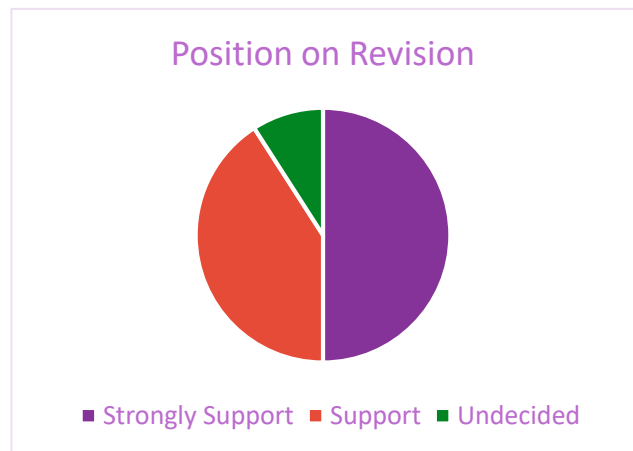# Summary of Trainer Standards Public Comment

The Department of Children, Youth, and Families (DCYF) launched a month-long public comment period to provider stakeholders who are impacted by the Trainer Standards revision an opportunity to review and provide feedback on the draft document. Current state-approved trainers, training program administrators, DCYF staff with training-related programs, professional development contractors and other interested individuals were invited to participate.

This document summarizes the themes and key take-aways that emerged from the survey responses.

Overview of Participants

Over 800 individuals were invited to participate in the public comment period; twenty-two participants responded to this request for feedback. The respondents represented:

- DCYF professional development contractors

- internal DCYF staff who work on adult learning initiatives

- Current state-approved trainers

- Training organizations

- Human services and child care providers

Although, most of the respondents voiced support for the revision, they did share some concerns. Areas of concern include:

- The way that the Trainer Standards will be used as an evaluation tool to grow new trainers in the field.

- Potential for interrupting of the work that trainers are currently doing.

- Perception that the Trainer Standards are will add more restrictions and increase the pressure on trainers, leading to more stress and sense of overwhelm associated with the role and attrition from the field.

There were two respondents who voiced frustration with the revision of Trainer Standards, citing a waste of effort and resources.

General Thoughts, Comments and Feedback

Respondents Appreciated the Aesthetics and Ease of Use

- Formatting and structure of levels is consistent with the Relationship-based Professional Development Standards.

- Formatting shows the more foundational requirements and also how to improve and grow in each area of the trainer standards.

- Organization schema written with growth in mind.

- Examples of how to meet the standards and levels provide concrete ways to meet indicators.

Suggestions for Implementation of the Standards

- Incorporate the Trainer Standards into the trainer observation tools.

- Revise the participant evaluation survey to align with the Trainer Standards.

- Support Standards with resources that are focused on building knowledge and reinforcing skills.

- Create a self-assessment tool may be helpful for personal growth and development.

Proposed Changes by Standard Area

Standard I: Developing and Anti-biased and Anti-racist Approach

- Create an ongoing professional development requirement to support this standard; make sure that training defines commonly used terms.

- Incorporate this standard into the annual trainer observation review; since much of standard is not observable, consider alternative ways to collect this information.

- Put together resources and professional development opportunities to support standard.

- Make sure the language is very explicit about how this standard applies to training. If the language is vague, trainers will not risk taking this on for fear of offending participants.

- Use of language has been playing a central role in the perpetuation of structural inequities. Training content and communication have to be available in diverse languages (by user demographics) to fulfill Standard 1.

Standard II: Learning Environment

- Provide training on the virtual tools that are available (i.e. Miro Boards, Jamboard, etc).

- Clarify how the learning environment will be evaluated if the training is virtual.

Standard III: Preparing and Developing

- Many instructors use pre-made content. It is important that trainers are responsible for ensuring that the materials they use align with Washington core competencies.

Standard IV: Facilitating

- Address how facilitation practices will be assessed for self-paced, asynchronous online training.

Standard V: Evaluation and Assessment

- Improve the post-training participant survey so that the trainer receives meaningful feedback.

- Show examples of assessments to help guide trainers at a variety of levels on how to evaluate what the participants have learned.

- Be clear about how this standard will be applied to virtual training.

- Differentiate between types of evaluation and assessments for short, one-time trainings and series trainings. The current descriptions of practice are more for trainers that will see the same group several times.

- Create an indicator on adding or adjusting training content and/or facilitation of training based upon participant feedback.

- Some of the suggestions seem to be specific to sessions bearing academic credit where a grade is awarded. Adjust language for training.

- This is the most controversial section, in my view, because student proficiency could be measured as pass/fail or along a wide spectrum of grading. What's most appropriate?

Next Steps

The feedback shared through the public comment survey as well submitted in-document comments will be incorporated into the final revision of the Trainer Standards. The final document will be published by the end of the 2021 fiscal year. Supporting documents and resources will follow.

Thank you for your feedback!