Objective 6: Quality assurance process offers a fair, relevant, objective and reliable assessment

Outcome 1: Individuals making decisions regarding the approval of a trainer applicant or about the quality of a trainer during annual review are well-versed in the state-approved training program, trainer standards and the observation processes.

Measurable Action Steps *So and so does such and such*	Theories of Action *If we do …, then we expect we would see…*	Critical Issues & Design Challenges *A known challenge preventing success* *A reason we know we can do better*	What Better Looks Like *or where we agree we are going together*
Revise existing onboarding resources and ensure that all individuals providing quality assurance have completed training.	If all observers and staff received training on the program and the review process, then trainers would receive a fair, relevant and objective assessment.	Inconsistent onboarding approach for trainer observers and DCYF staff who conduct trainer review and observations.	Individuals making decisions regarding the approval of a trainer applicant or about the quality of a trainer during annual review are well-versed in the state-approved training program, trainer standards and the observation processes.
		Not all trainer observers understand the nuances of the state-approved trainer program.	

Outcome 2: Quality assurance process is individualized and responsive to the different modes of training delivery.

Revise the observation rubrics for in-person, virtual live, self-paced and hybrid learning modes.	If there were accurate observation rubrics, observers and trainers would be better able to use the tools for professional development and understand the expectations for that mode of delivery.	Existing rubrics do not match the different characteristics, settings and activities that arise across the various delivery methods.	Quality assurance process is individualized and responsive to the different modes of training delivery.
Create guidance on how to use the observation rubrics.	If there was guidance on how to use the rubrics, stakeholders would be able to use these tools as a guide as they develop training and improve their professional practice.		

Outcome 3: A quality assurance process exists for national online training organizations.

Develop a quality assurance process for national online training organizations.	If we develop a quality assurance process for national online training organizations, we will be able to hold them accountable to the same standards and expectations as trainers.	Training organizations are not held accountable for the quality of the trainings they provide.	A quality assurance process exists for national online training organizations.

Updated 10/19/2020

Outcome 4: Trainer observers must cultivate self-awareness and demonstrate understanding of how their experiences, values and cultural backgrounds may influence the way they assess the quality of a learning experience.

Recruit trainer observers who represent people of diverse backgrounds and have language diversity.	Trainer observers represent people of diverse backgrounds and speak languages other than English.	Training observers do not represent the diversity of professionals in the state. As we grow a more diverse trainer workforce, we must be able to observe in a language other than English.	Trainer observers must cultivate self-awareness and demonstrate and understanding of how their experiences, values and cultural background may influence the way they assess the quality of a learning experience.
Develop and require trainer observers to complete anti-bias and anti-racism training.	If trainer observers receive training in anti-bias and anti-racist approaches in training, they will be more aware of how their backgrounds may influence their observation and will take action to provide a fair assessment.	Trainer observers must be able to identify facilitation and instructional design strategies that were intentionally adjusted to meet the needs of participants.	