

Objective 1: Anti-biased and Anti-racist Trainers and Curricula

Outcome 1: All trainers and training organizations are able to integrate anti-bias and anti-racist approaches into their instructional design and while working with participants.

| Measurable Action Steps <i>So and so does such and such</i> | Theories of Action <i>If we do ..., then we expect we would see...</i> | Critical Issues & Design Challenges <i>A known challenge preventing success; A reason we know we can do better</i> | What Better Looks Like <i>or where we agree we are going together</i> |
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| 1. Create standard to capture anti-bias and anti-racism knowledge and skills trainers must have | If we create an anti-bias and anti-racism standard for trainers, they would have clearer understanding of expected knowledge and skills. | Lack of expectations for knowledge, skills and abilities that trainers and instructional designers should have in this content area. | <p>All trainers and training organizations are able to integrate anti-bias and anti-racist approaches into their instructional design and while working with participants.</p> |
| 2. Develop content on anti-bias and anti-racism for all who provide professional development and engage in quality assurance monitoring | If learning opportunities are developed, made available and required for all relevant stakeholders, their understanding of anti-bias and anti-racism approaches will increase. | Limited access to anti-bias, anti-racism and inclusion training for trainers. | |
| 3. Build in an anti-bias and anti-racism requirement in the 15 in-service annual hours for renewal | | | |
| 4. Create guidelines for instructional designers so that developed content has anti-bias and anti-racist approach | If we set expectations for anti-biased and anti-racist design, then there would be more inclusive curricula in our program. | Some of the content that is delivered on behalf of the program has information, examples, approaches and language that may be offensive and harmful to some people. | |
| 5. Build an onboarding process for all observers, organization trainer mentors, DCYF staff who participate in trainer approval and observation | If all stakeholders involved in the quality assurance process understand the anti-bias and anti-racism expectations, they would be better able to conduct an observation that provides relevant feedback in this area. | Professional development providers have varied approaches for onboarding trainers around anti-bias and anti-racist approaches. Protocols for quality assurance processes vary between OTMs, contractors and independent state-approved trainers in ways that impact the quality of trainers in this content area. | |