

Community-Based Training: Community Feedback

The Community-Based Training option will help early learning providers meet the licensing staff qualifications required to have an initial or short certificate. This option is also known as an 'equivalent.' The goal is to provide a training pathway in the community that is available in-person or online.

This option is currently under development and this work is part of the objectives outlined in House Bill 2556 at tinyurl.com/SHB2556.

For more information, view the publication *HB 2556 Executive Summary* (EPS_0034) online:

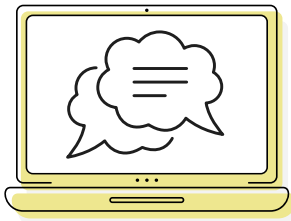
- English: tinyurl.com/EP50034
- Spanish: tinyurl.com/EP534SPAN



Outreach and Engagement Strategies

DCYF's Professional Development team conducted several outreach and engagement events between November 2020 and January 2021. Feedback received will influence the development and delivery of the Community-Based Training equivalent.

Early Learning Provider Focus Groups via Zoom Nov. 19, 2020 and Jan. 21, 2021



Approx. 100 English, 45 Spanish, and 10 Somali language speaking Early Learning Providers and Support Staff attended with 3 break out rooms for each language spoken.



Provider Supports Subcommittee Meeting Presentation Dec. 9, 2020



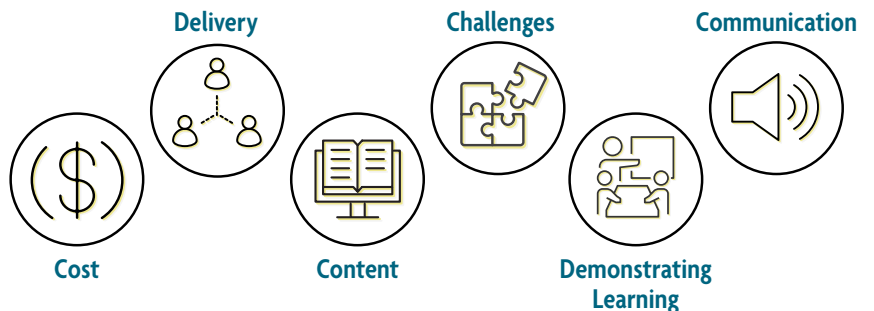
Consulting Workgroup Interviews Jan. 11 – 15, 2021

Child Care Aware of Washington
SEIU 925 | Imagine Institute
Voices of Tomorrow
Washington Child Care Association

Feedback Received

Feedback is encompassing of all outreach efforts mentioned above and is organized by themes of importance that were identified by all meeting sessions. These icons include the most important factors identified by stakeholders.

A detailed list of feedback is on the following pages.



Washington State Department of
CHILDREN, YOUTH & FAMILIES

Community-Based Training Outreach and Engagement – Feedback Received

Following DCYF's engagement efforts, the following provides a detailed look at the suggestions of stakeholders and early learning providers for the Community-Based Training option.



Training Cost

- Training should be available at low or no cost or will have reimbursement model available to cover the cost of training.
- Financial assistance to purchase high-speed internet access for trainings was requested.
- Financial assistance to purchase electronic devices to complete the training online was also requested.



Training Delivery Methods

- Training blends adult learning with on-the-job observations and application.
- Flexibility in online format that can be stopped as needed and saves progress.
- Training has an assessment at the end with access to someone for asking questions.
- Training is available on weekends and evenings.
- Training facilitator can come to my workplace for observation and teaching.
- Training is engaging, interactive, and includes practices to implement into own programs.
- Training includes collaboration with like-minded people with similar cultures, community, and experiences.
- Training uses the same platform and doesn't require an account or logging in to multiple places.
- Multiple delivery options available to support access and learning styles. Examples include the training is in person, live online, self-paced online, self-paced not online, and someone to contact with questions.
- Training facilitator is consistent and someone from the community that is familiar working as an early learning provider.
- Training has pathways of specialization related to my specific interest areas.



Training Content

- Training supports and develops qualities that hiring individuals rely on, such as communication, relationship building, worth ethic, flexibility, and empathy.
- Training focuses on how to interact with children on their level.
- Training focuses on social-emotional development and how to work with complex needs.
- Training content builds on forming relationships with families and children, covering different pathways of communication.
- Content expands on trauma-informed care and adverse childhood experiences, and how to support children and families without taking behaviors personally.
- Training content addresses the fluidity of early learning environments and the impact that all staff have on the classroom.
- Training will help with classroom management.
- Training that teaches about the profession's history, key milestones, and resources at the state and national level.
- Training builds on existing experience and provides opportunities to practice.
- Training that teaches what it means to be an advocate.
- Resources are made available in other languages.
- Training can be used to earn college credit.
- Content that incorporates training available across the state, such as Creative Curriculum, WAC related/specific, CLASS/ECCERS, and any training a teacher is excited to complete.
- Training with a cultural component that highlights the cultures in the community and celebrate strength-based curriculum.
- Training that acknowledges the current level of knowledge and heritage way of raising children.
- Content that includes an introduction to ECE philosophies, an overview of early child development, and evidence-based practices
- An assortment of trainings can be used to complete this option.
- Training uses the language that is familiar to early learning providers and related to WAC.



Training Challenges

- Need access to electronic devices to complete pathway in an online format.
- Access to work computer is not always available or reliable.
- Creating a pathway that is not motivated by the biases and racism of the outdated educational systems.
- Create a training that will meet all requirements needed for a role for the long-term future.
- Technical assistance to support computer and platform use.
- Training needs to be available in multiple languages.
- Providers have a lot of commitments and do not have the extra time to complete additional requirements. Their focus may not be on meeting the education requirements.



Demonstrating Learning

- Training can be observed while working in the classroom by the director or program supervisor.
- Staff can reflect on their learning with peers and the director.
- Staff can mentor someone else effectively with the knowledge that they have.
- The learning is actionable and is reflected in the classroom.
- Through on the job training, staff can go through an observation with an off-site individual (i.e., trainer) that will provide feedback on the skills demonstrated.
- Learners don't want to have to write essays and papers.
- Learners want to have a conversation or do activities to show learning in the adult classroom setting.
- Learners want a form that their supervisor can sign off on that would be added to their portfolio (like clock hours).
- Trainers should have an assessment to test knowledge that happens during the training.
- Teachers can complete a self-assessment about what they have included in their program from a recently completed training.
- Demonstration should be flexible for all abilities and learning styles including available through verbal communication (e.g., discussions, presentations).
- A general rubric should be used to ensure that specific benchmarks are met.
- Trainers should have some leeway to determine how the benchmarks are met so that it is individualized by the particular class.
- Learners want to complete a written test to show their learning.
- Mentors and internships can support people to complete the training.



Communication

- Help train providers on the different pathways and options they have.
- Provide more communication about the education options.
- Create a user friendly website and MERIT experience that makes it easier to navigate through all of the available information.
- Personalize the materials so that providers can see what the pathway looks like for themselves.
- Clear communication and documents that inform Point of Contacts with the needed information so that they have the resources needed to help others.
- Have a clear communication channel with a point of contact (POC) for additional information.

Next Steps

The feedback collected from all community outreach opportunities will be reviewed with the consulting workgroup as received. These suggestions will be considered in the continued development of the community-based training equivalent.

More Information

Visit the DCYF webpage at www.dcyf.wa.gov/services/earlylearning-profdev and go to the “*Alternative Credential (Community Based Training Series)*” section of our *Staff Qualifications* page.

To provide additional feedback or for more information, contact Diana Stokes at diana.stokes@dcyf.wa.gov.



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