

The Alliance

for **PROFESSIONAL DEVELOPMENT,**
TRAINING, and **CAREGIVER EXCELLENCE**

Strategic Plan 2023-25

Goal 1: Build a diverse, anti-racist, trusting organizational culture that fosters belonging and growth

ACTIVITY 1: Ensure a more inclusive process throughout the hiring and onboarding process

1. Task: Use website to advertise openings and prepare applicants

- Alert the Alliance internally when a job is posted
- Remind people about open positions periodically via email
- Create a section on the website for hiring to include
 - [Information about how to write a resume](#)
 - Direct to staff page on the Alliance to learn about backgrounds and history
 - Information about our inclusive hiring process
 - Statement that communicates to marginalized communities specifically about why the Alliance is a good place to work

2. Task: Evaluate and standardize interview process.

- Resume Review
 - Explore software that is designed to remove bias.
 - Ensure hiring managers/panels are being well-trained in how to screen resumes
 - [Implicit bias training](#)
 - [Countering Bias in the Interview](#)
 - Ensure hiring panel has a conversation before starting interviews
 - Shift focus to screening people into interviews,
 - Offer interviews to the most number of people,
 - Consider how someone's experience might contribute
- Standardize questions for all positions (asking about the Alliance mission, vision, and values)
- Standardize sending interview questions in advance
- Update the reference check form to include a question how the person creates an inclusive environment
- Practice of scheduling a second interview:
 - Where applicant can ask their own questions
 - Allow applicants a chance to meet with others at the Alliance and ask questions. Give people a chance to meet with someone with a similar identity

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3. Task: Strengthen onboarding by creating organization-wide process and expectations.

- Utilize cohorts for onboarding
- Continue to hold up and value lived experience once applicant is hired

ACTIVITY 2: Operationalize the curriculum guidelines through a workgroup with ownership of the work.

1. Task: Determine place in curriculum development process for evaluation of needs of all audiences.
 - Include opportunity to reflect on need for Spanish translation, accessibility, and whether curriculum is reflective of multiple identities
2. Task: Identify way for curriculum development process to give space for alignment with Alliance values.
3. Task: Evolve workgroup into more of a “thought partnering” opportunity.
 - Evaluate workgroup membership to ensure representation of both workforce and caregiver perspectives.
 - Create space for conversations about how different people are getting things done, how to share information, with the idea of facilitating relationship-building

ACTIVITY 3: Make meaningful use of in-person/“together” time to further engage in ways we can collectively and individually work to foster belonging and being an anti-racist organization

1. Task: All-staff meetings should focus on relationships, inclusive discussions
 - There is an opportunity to use mindfulness as we lean into anti-racism learning and reflection
2. Task: Develop a forum where people can come together to talk about our culture and how to increase inclusivity.
3. Task: Offer a drop-in group to discuss world events for both relationship building and so facilitators are prepared for discussions.

ACTIVITY 4: Use professional development tools and opportunities to support internal culture.

1. Task: Employ Intercultural Development Inventory as a tool to understand where we are as an organization and how we interact.
 - Determine investment/budget and resources needed
 - Develop timeline for administration
2. Task: Develop process for sharing ideas or needs with Professional Development Committee

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GOAL 2: Develop and deliver effective, accessible and innovative learning and skill building opportunities.

ACTIVITY 1: Support increased efficacy of trainings through focus on modality and scaffolding, and engaging and interactive delivery.

1. Task: Ensure all trainings have elements of interaction.
 - Have way for eLearnings to host a place to call for questions or get further information, such as a slide at the end of the training
 - Define ratio of information to activities to avoid lecture heavy trainings. (Work in partnership with curriculum excellence lead.)
 - Identify ways to increase break-outs and individualization.
2. Task: Create a training system.
 - Organize trainings so they meet 100 level, 200 level, and 300 level standards and allow for a path that meets needs at varying levels
3. Task: Invest in facilitation.
 - Include perspectives of lived experience in facilitators/curriculum developers and in consultation during training development
 - Develop decision tree/guidance on when and how to use co-facilitator.

ACTIVITY 2: Ensure availability of accessible training options by considering differences that impact learner experience and building trainings to meet all learners' needs.

1. Task: Review accessibility at a policy and practice level
 - Develop decision tree for considerations of accessibility
 - Partner and collaborate with experts on accessibility
2. Task: Meet learners' physical needs (including visual, auditory, fine motor, etc.)
 - Develop templates that are nimble and in line with best practice/guidelines, including screen reader compatibility
 - Create an accessibility-focused style guide for handouts and PowerPoints
 - Develop and share a checklist for facilitators to use when they are training
 - Evaluate potential for audio-only trainings

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3. Task: Meet learners' cognitive needs (including attention, education level, etc.)
 - Create content that is digestible for different cognitive/education levels. Consider length, language, readability standards.
 - Offer options for getting credit for pieces of trainings rather than the whole training.
 - Offer multiple options for content (i.e., reading a document or watching a video, or a video with a transcript)
 - Incorporate more neuro-diverse training considerations
4. Task: Meet learners' cultural needs (including language)
 - Evaluate opportunities for more trainings that should be translated, and include LE team when evaluating or making requests
 - Identify interpretation/translation guidelines and resources for remote or hybrid training

ACTIVITY 3: Support innovation by emphasizing creativity, empathy building, and “a ha” moments for learners and look for new, unusual, and engaging ways to involve learners in building their skills, developing their values and increasing their knowledge.

1. Task: Expand definition of “training” and tools used therein.
 - Include more modalities, more flexibility (like discussion groups, book clubs, individualized training/coaching/mentorship, podcasts and special events)
 - Create micro-learning options/quick options
 - Incorporate gamification and augmented reality, adapting technology to objectives of course and stories to convey meaning/intent
 - Use more links and videos/podcasts etc. with well-built debriefs
 - Pursue creative learning opportunities (including arts, crafts, storytelling, movement, etc.)
2. Task: Explore bringing together different audiences (children/youth to caregiver training, caregivers to worker training)
3. Task: Pursue new material for trainings and bring forward new ideas
 - Create standing open-ended brainstorming meetings across departments
 - Create a Teams channel about innovations
 - Research learning technologies available

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GOAL 3: Operationalize the Mission, Vision and Values of The Alliance.

ACTIVITY 1: Prioritize internal adoption through ongoing reflection opportunities.

1. TASK: Make discussion about MVV a quarterly part of unit and staff meetings.
 - Define one Alliance value per quarter
 - Lead a staff-wide nomination process for people (PER QUARTER) who have embodied this value and why, and then celebrate them at all staff meetings (and on social?)
 - Let each department determine how they will incorporate an activity or discussion at their smaller group/unit meetings, then have someone “report out” on high points. This can include “How have you lived into the values,” or “Mission Moments,” or what MVV means to each person at that time.
 - Also promote incorporating personal values into these conversations so people can see how their personal values connect to organizational values.
2. TASK: Focus on evaluating internal training opportunities and requests against Mission, Vision and Values.
 - Involve PDC and discuss how to create this process

ACTIVITY 2: Make Mission, Vision and Values visible and easily accessible to internal and external audiences.

1. TASK: Include MVV on business and marketing materials to help with repetition and recall.
 - Make visible on website, put on Facebook page, include values in letterhead/email sig/etc., and have hard copies/posters/slides on display at meetings or events.
2. TASK: Create eLearning for new hires to introduce them to the MVV and other internal resources such as PDC.
 - Look at the onboarding checklist and see which elements we should include.
 - Create a brainstorm working group to talk about content. Then develop outline.
 - Determine whether internal or external resources will be used.
3. TASK: Create a video for external audiences highlight The Alliance – it’s MVV, people, programs, etc. This could be shared at beginning of trainings with people new to The Alliance, such as CCT or RCT, and put on our website.
 - Communications manager will draft outline, then storyboard with LED team and development and facilitation specialist (Jonathan).
 - Determine if there is budget to work with UW Video.

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ACTIVITY 3: Incorporate brand philosophy into other organizational activities/materials.

1. TASK: Incorporate MVV into personnel/HR-related elements.
 - Review hiring panel questions and make sure one relates to MVV. For example, what are your core values, and how have you embodied one or been challenged by it?
 - Add a question around how a person has embodied the MVV to performance evaluation. Work with HR on whether this is an option.
2. TASK: Create a small card or sign with MVV on it to give to staff to keep this top-of-mind.
3. TASK: Include MVV in curriculum development guidelines so that we're sure there is a "checkpoint" at which the creators make sure we're following our foundational values.
 - Work with Charina/Leah on where this fits in with CQI process, and talk to Christine about how this might work within curriculum guidelines for each project.
 - Do we incorporate P4C to evaluate whether we succeeded?

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GOAL 4: Commit to the design and implementation of quality assurance practices and systems

ACTIVITY 1: Accessibility

1. Task: Review eLearnings for 508 compliance.
2. Task: Develop an eLearning template.
3. Task: Review PowerPoints for accessibility.
4. Task: Develop a PowerPoint template.

ACTIVITY 2: Revision process and sunset schedules.

1. Task: Review current sunset policy.
 - Work with staff from across multiple units to learn about why existing sunset policy is not working.
2. Task: Work with leadership to get clarity on the process for prioritizing projects and adding them to the APSR (either mid-year or at the beginning).
3. Task: Propose a process for flagging a curriculum for revision, scheduling that revision, getting the project on the APSR, and putting together a team to work on that curriculum.
4. Task: Propose a sunset policy (if separate).
5. Pilot this process.

ACTIVITY 3: Evaluation and feedback

1. Task: Develop KPIs and determine priorities / focus areas.
2. Task: Explore options for evaluating transfer of learning.
3. Task: Review evaluation surveys and recent feedback to make sure they are asking the right questions for our priorities.
4. Task: Work with the revision process subgroup to determine a process for making revisions based on evaluation feedback.
5. Develop a pilot process for trainings (including eLearnings).

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ACTIVITY 4: Facilitation and curriculum standards

1. Task: Review curriculum guidelines and determine if expansion on that document is needed.
 - Focus on interactive learning opportunities and case examples/models (from existing evaluation feedback)
 - Focus on adult learning theory and team-based learning (known effective pedagogy)
2. Task: Develop facilitation guidelines.
3. Task: Develop/refine eLearning guidelines.
4. Task: Pilot these guidelines.

ACTIVITY 5: Onboarding and professional development.

1. Task: Review current onboarding process for curriculum developers.
2. Task: Review current onboarding process for facilitators.
3. Task: Make recommendations for changes.
4. Task: Pilot the changes.
5. Determine what kind of professional development strategy would support a model of continued excellence.