

Training Activities Charter and Terms of Reference

Training Activities Charter

In 2021 the Department of Children, Youth, and Families (DCYF) reaffirmed their partnership with the University of Washington, School of Social Work by signing a new Master Agreement that renegotiated and updated the terms from the 2010 Master Agreement.

The Training Activities Charter is the umbrella charter from which other charters and/or Terms of Reference are developed. See graphic to understand the intersection between the Master Agreement, training activities charters, terms of reference and scopes of work.



The intent of the Alliance is to utilize the strengths and expertise of DCYF staff together with the school of social work to provide a comprehensive continuum of child welfare professional development and training across the state. In collaboration with DCYF, Child Welfare Training Advancement Program (CWTAP), Partners for our Children (P4C), Tribal, and community partners, the Alliance offers comprehensive evidence informed training system that provides foundational, in-service, and focused training to the workforce and caregivers across the state.

Definitions

- Training Activities Charter refers to *what* the charter is guiding and who is involved.
- Terms of Reference is embedded in the Charter to explain *how* the activities are carried out ongoing.
 - The Terms of Reference guides the work until the charter no longer exists.
 - The Terms of Reference are intended to be the minimum expectations for training activities
- Stakeholder:
 - Partners are defined by the Master Agreement
 - Colleagues are all the people doing work to improve the training system
- Standardized refers to the effort to bring conformity and consistency to learning activities, development, and delivery.
- Competencies are defined as a broad statement of knowledge, values, and skills necessary to the performance of child welfare professionals.

Stewardship and Accountability to the Partnership

Training provided to DCYF audiences will be trauma-informed and culturally relevant, reflective of the children and families served, and will support the racial equity and social justice goals of our partners.

Training will recognize tribal sovereignty in accordance with the state and federal Indian Child Welfare Acts, Memorandums of Agreement between DCYF and tribes and the Centennial Accord which provides the framework for government-to-government relations between Washington state and federally recognized tribes.

Training will be innovative, strength based, and focus on skill development. Data, evaluation, and best practices will inform training development and delivery.

The Alliance in partnership with DCYF will create and implement a broad range of training and professional development opportunities in support of federal regulations, Washington legislative mandates, relevant litigation, DCYF policy and practice initiatives, annual plans and goals, strategic initiatives and other impacts to training that may be identified including, but not limited to, the support and retention of those supporting children and families.

Leadership

Alliance training creation working group members are exemplars of the Partnership's values, acting with integrity, fairness and in the interest of knowledge, skills and values acquisition for learners. Leaders of DCYF, the Alliance and P4C are visible champions of training activities providing support, communication, and collaboration fostering innovative and accessible training for all learners.

Stakeholders

In carrying out training activities, the Partners seek to balance the interests of various stakeholders to whom we are responsible. Key stakeholders are as follows:

Learners – present and future

- With focus on quality and commitment, maintains and enhances learning opportunities for adult learners. The target audience are kinship, caregivers, and the child welfare workforce including: front line, supervisors and administrators.

Supervisors -

- While part of the workforce, supervisors are essential to professional development and the success of the training program. Their role in transfer of learning is considered in all training.

Leadership and Administrators –

- Insight and knowledge of administrators help to shape, communicate, and support/reinforce training activities and goals.

Partners – present and future

- Engages and communicates with partners so their issues are understood, addressed and they are kept informed
- Supports and promotes transparency in data collection and analysis

Colleagues – past, present, and future

- Collaboration with university faculty to leverage current research informed by local, state and federal trends and translates it to practice
- SME consult on curricula design and/or provide training directly to the field of child welfare practice

Children and Youth

- Honor those with lived experience
- Amplifying the voices
- Provide opportunities for meaningful engagement

Families

- Children involved in child welfare services and their families as they define critical relationships with adults, siblings, and other kin. Our responsibility is to ensure in any capacity that children in Washington state are safe, day to day needs are being met, and they have a responsible caregiver taking care of them. A place they can call home/family.
- Meets the needs of a child(ren) culturally, social emotionally, spiritually, and physically.
- A child has a sense of belonging and attachment.

Tribes and their communities

- Allyship in the sovereignty of tribes and their rights to self determination
- Champions of the spirit and the letter of the state and federal ICWA

- The Office of Tribal Relations (OTR) at DCYF bridge ongoing communication and engagement with tribal representatives

Training Activities Terms of Reference

Training Activities are conducted to ensure that all professional development, training, coaching, and caregiver support provided will be trauma informed; anchored in multiple cultural perspectives; incorporate an anti-racist and anti-oppression lens; build bridges across practice areas and promote critical thinking; anchored in adult learning theory; evidence informed; have clear outcomes, goals and learning outcomes; and maintain ongoing quality assurance.

All learning and retention activities created and facilitated by the Alliance will be:

- *Competency Based.* Competencies, or knowledge, skills, and values for successful job performance are used in determining and developing training, education, and professional development opportunities.
- *Continuum of Learning.* Social work education and child welfare pre-service and in-service training are integrated to provide a consistent and relevant continuum from foundation to advanced proficiency to gain efficiencies and workforce excellence.
- *Accessible.* Accessible learning and retention activities are delivered in areas close to where the work occurs and considers community and regional differences.
- *Evaluation.* Evaluation is a constant and integral component of the partnership and demonstrates a commitment to being accountable for the impact and outcomes of the partnership.
- *Responsive and Timely.* Evaluation results and other lessons learned are used proactively to improve learning and retention activities.
- *Policy and Practice.* Learning opportunities link to policy, practice, and quality assurance. DCYF sets out a practice model that the partnership, in turn, is responsible for building the skills required to implement it successfully by training staff, supervisors, administrators, and external partners.
- *Quality Improvement.* A strong connection is built between the partnership and DCYF Child Welfare Program Quality Improvement efforts to receive critical feedback about the state of practice and to help guide training content.

- *Delivery Methods.* Learning and retention activities are informed by the needs of adult learners. Utilizing state-of-the-art knowledge and technology to ensure successful transfer of learning is a priority.
- *Nimble.* Our work is nimble enough to shift and respond according to the changing needs and achieve change when required.
- *Meaningful.* Training activity participants will have a serious, important, or useful quality or purpose in their membership which is evidenced in goal achievement and successful collaborative processes.

All training activities will be conducted with professionalism, compassion, confidentiality, and respect.

Consensus

Training Activities will be guided by the principal of consensus decision-making meaning a cooperative process by which all group members develop and agree to support a decision in the best interest of the whole. In consensus, the input of every participant is carefully considered and there is a good faith effort to address concerns.

Priority Identification of Training Activities

In order of priority based on resource availability:

1. DCYF Practice Model (TBD)
2. DCYF Competencies (TBD)
3. Children and Family Services Review (CFSR)
4. Program Improvement Plan (PIP)
5. Relevant Legislation
6. Litigation with training impacts
7. DCYF Strategic Goals and the state's Annual Plan and Services Review
8. Policy changes with impacts to training

Composition of Training Activity Working Groups (“Project”)

Project Manager – Develops and manages the training activity project plan dependent upon scale and activity, establishes the schedule, and monitors progress. The Project Manager will:

- Ensure project goals and timelines are met and adhered to by members of the working group
- Hold team accountable to timelines and expectations
- Create internal and external communication plan
- Report progress of the project to relevant stakeholders
- Schedule and Chair working group meetings.

Project Lead – responsible for supporting the training activity working group to achieve goals and objective of the project including, but not limited to:

- Co-Chairs working group meetings
- Identify and communicate key project decisions
- Develop Project Plan in partnership with Project Manager
- Document meeting discussions, progress, and action items.

Project Subject Matter Expert(s) – offers professional content expertise and/or lived expertise. The person will have one form of expertise:

- Recognized within their community as having expertise in the issues addressed by the curriculum
- Deep expertise in the research literature
- Understanding of accepted best practices and/or evidence-based practice
- Knowledge gained through direct, lived experience with the content of the training (such as foster care alumni, long-term caregivers, parents).

Evaluation Lead – partners throughout curriculum development, implementation, and revisions with timely data collection, analysis, and reporting

- Understands Alliance curriculum guidelines
- Support curriculum development by reviewing and giving feedback
- Scans the environment for emerging best practices
- Analyzes feedback on curriculum and training delivery
- Partners with workgroups to design pilot evaluation methods
- Develops strategies for assessment of learner experience, acquisition of knowledge, values and skills (learning objectives) and transfer of learning
- Promotes transparency by sharing findings and interpreting the data as part of continuous quality improvement.

Instructional Designer – will collaborate with the training activities working group to:

- Design and develop the learning experience
- Develop learning objectives, modality, and evaluation activities
- Consults with facilitation excellence lead to guide and inform curriculum development.

Curriculum Writer Lead – Lead(s) the curriculum writing to guarantee:

- Consistent with the Statewide Training Curriculum Development Guidelines
- All members of the working group are consulted to inform curriculum development
- Written with measurable outcomes
- Adheres to continuous quality assurance and evaluation principles

Curriculum Standards

All curricula will be developed using standardized, statewide curricula, trainers and coaches who train single or multiple topics will develop a familiarity with the resources and be able to develop and follow consistent Trainer Guides. Trainees will benefit from consistent Trainee Guides and the ability to easily locate resources and supplemental handouts and information. A standardized, statewide curriculum developed, resourced, and evaluated in a consistent manner will improve reporting to the federal government. The intended use of this Guide is to serve as a resource to Curriculum Development Teams, Curriculum Developers, and those who deliver training and coaching on behalf of staff who have training needs within the Divisions of Children, Youth and Families (DCYF). Resources are provided to guide curriculum development with attention to Adult Learning Theory, best practices in facilitation, and transfer of learning.

Learning Delivery and Facilitation Standards

This is a document TBD; however, the standards will include, but not be limited to, expectations in facilitation of adult learners; varied learning styles...