



# STANDARDS OF PRACTICE AND PROFESSIONALISM FOR STATE-APPROVED TRAINING FY23



Washington State Department of  
**CHILDREN, YOUTH & FAMILIES**



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## Overview of Changes for Fiscal Year 2023

### Revised Sections

- [Washington's Coaching Companion](#) (CECI) has a resources folder that is specifically dedicated for trainers and training program-related materials.
- [Data entry review](#) will happen as part of a random quality assurance process

### New Sections

- [Reciprocity with Region X Training Programs](#) – trainers for Alaska, Idaho and Oregon can participate in Washington's state-approved training program. An alignment tool will be used to identify a corresponding approval level in our state.
- [Recording training sessions disclaimer](#) states that by registering to participate in a state-approved training, a participant gives consent to be recorded.

## Overview of Changes for Fiscal Year 2022

### Revised Sections

- Additional documents incorporated into the [guiding frameworks](#)
- [Trainer Standards overview](#) section was updated to reflect the revision
- Additional details were incorporated into the [competency and level assignment section](#)
- [MERIT Data Entry Review](#) has additional information about this aspect of quality monitoring
- [Trainer Renewal](#) section has more information about the roll-out of the process
- Updated information in [Trainer Sanctions](#)
- Removal of the written submission alternative section

### New Sections

- [Provisional Acceptance](#) describes the intent and policies behind this type of time-limited, new trainer approval
- [Part II](#) offers guidance for newly approved trainers who are working independently, without a training organization
- Guidelines for the [use of the DCYF logo](#)
- Guidelines for [Training Completion Certificates](#)
- [Electronic Training Evaluation](#) forms are required for online training
- [Professional Growth Plan](#) shows the form that is used to support trainer growth
- [Plagiarism](#) of training materials or other content
- [Appeal Process](#) for next trainer renewal cycle (2024-2027)

### Changes Made During the Fiscal Year 2022

- Expanded section on [quality assurance](#), specifically random observations and trainer concern form
- Removed trainer concerns from [renewal process](#)
- Added information on steps trainer must take if [trainer status is revoked](#)
- [Clarified reinstatement of trainer status](#) after it has been revoked
- [Guidelines for managing learning interruptions during training](#)

## Welcome

We are the Department of Children Youth and Families (DCYF) Professional Development Team. Our role is to support trainers across the state in providing quality trainings. We created this guide for individuals who are state-approved trainers and those who are interested in becoming a state-approved. Throughout this document, when you see “we” or “us”, it is referring to the DCYF Professional Development Team. When you see “you”, it is referring to state-approved trainers and those who are interested in applying. We hope that training program administrators will also use this resource to support their trainers.

The Washington State Department of Children, Youth, and Families (DCYF) training program provides ongoing learning that supports the mastery of core competencies and leadership practices of early learning and school-age programs. Through this program, you will work with child care providers to develop the knowledge and skills they need to improve and sustain quality practices with the ultimate goal of improving future child and youth outcomes. We can meet these outcomes if the trainings that are developed and delivered in our state are consistently connected with the science of child and youth development, pedagogy, and leadership practices, and our trainers have a strong grounding in adult learning principles.

## Purpose

You have significant power to sway and influence the knowledge, skills, and abilities of professionals. Given the potential impact you may have on the professional community, it is the Professional Development Team’s role to ensure that you follow the established standards of practice and professionalism.

We expect all training program administrators, organization trainer mentors (OTMs), and trainers to have a working knowledge of this document so that they can understand the:

- Process for becoming a state-approved trainer
- Standards for delivering state-approved training
- Quality assurance processes for monitoring state-approved training
- Process for maintaining state-approved trainer status

This document is intended to be an operational manual for the training program, and should be the first place you and training program administrators go to find answers to your questions.

## Guiding Frameworks

The DCYF professional development system is built upon the guiding frameworks listed below. As key representatives of that system, trainers are expected to use these documents to make decisions regarding training development and delivery.

- [Core Competencies for Early Care and Education Professionals](#)
- [Core Competencies for Child and Youth Development Professionals \(Spanish\)](#)
- [Nature-based Learning Competencies – A Supplement for Early Care and Education Professionals \(Spanish and Somali\)](#)

- [NAEYC Advancing Equity in Early Childhood Education \(Spanish\)](#)
- [NAEYC Professional Standards and Competencies for Early Childhood Educators \(Spanish\)](#)
- [NAEYC Code of Ethical Conduct and Statement of Commitment \(Spanish\)](#)
- [Relationship-based Professional Development Standards](#)
- [Washington State Trainer Standards](#)
- [Washington State Early Learning and Development Guidelines \(Spanish\)](#)
- [World Association for Infant Mental Health \(WAIMH\)](#)
- [ZERO TO THREE's Critical Competencies for Infant-Toddler Educators](#)

## Trainer Standards

The [Trainer Standards](#) provide a common language to talk about trainer preparation, and create clarity around expectations for individuals in the role. They can also be used to guide professional development planning and instructional design of new learning content. The table below offers a glimpse of what is covered by the standards.

Standard	Competency
Developing an Anti-Biased and Anti-Racist Approach	<ol style="list-style-type: none"> <li>1. Awareness of self</li> <li>2. Practices that advance racial equity and social justice</li> </ol>
Learning Environment	<ol style="list-style-type: none"> <li>1. Relational learning environment</li> <li>2. Physical learning environment</li> <li>3. Virtual learning environment</li> </ol>
Preparing and Developing	<ol style="list-style-type: none"> <li>1. Engaging all participants</li> <li>2. Learning content</li> <li>3. Virtual design</li> </ol>
Facilitating	<ol style="list-style-type: none"> <li>1. Supporting adult learners</li> <li>2. Facilitation strategies</li> </ol>
Evaluation and Assessment	<ol style="list-style-type: none"> <li>1. Evaluating learning during the training (formative assessment)</li> <li>2. Evaluating achievement of learning objectives (summative assessment)</li> </ol>

## Part I: Becoming a State-Approved Trainer

The trainer approval process ([See Policy 501](#)) helps us make sure that we have qualified trainers. This section describes the requirements and the steps for completing a trainer application. You can use the [trainer application checklist](#) and access another format of the step-

by-step walkthrough of the application in the state-approved trainer resources folder in [Coaching Companion](#).

## What Trainer Type Are You?

The table below shows several trainer application options for approval. Please select the application that best fits your current role.

Trainer Type	Description	Application Process
<i>Specialist Trainer</i>	<p>Independent business owners</p> <p>Individuals affiliated with a training organization</p> <p>ECEAP staff in a non-K-12/ESD setting</p>	<ol style="list-style-type: none"> <li>1. Submit education application to verify education in MERIT</li> <li>2. Complete 'Specialist Application' in MERIT</li> <li>3. Submit a letter of recommendation related to training, written on official letterhead, signed and dated within the last six months to <a href="mailto:training@dcyf.wa.gov">training@dcyf.wa.gov</a></li> <li>4. Participate in the training observation process either with DCYF or their organization's trainer mentor (OTM)</li> <li>5. Complete the <a href="#">Orientation to the State-Approved Trainer Tab in MERIT module</a></li> <li>6. DCYF makes final approval decisions based on submitted materials</li> </ol>
<i>K-12/ESD/Head Start Trainer</i>	<p>Current K-12 employees who provide training for teachers</p> <p>High school teachers who provide Child Care Basics</p> <p>Employees who provide training and education for an ESD or Office of Head Start.</p>	<ol style="list-style-type: none"> <li>1. Submit education application to verify education in MERIT</li> <li>2. Complete 'Higher Education' or 'K-12/ESD' Trainer Application in MERIT</li> <li>3. Submit an <a href="#">Employment Verification</a> form to <a href="mailto:training@dcyf.wa.gov">training@dcyf.wa.gov</a></li> <li>4. Complete the <a href="#">Orientation to the State-Approved Trainer Tab in MERIT module</a></li> <li>5. DCYF makes final approval decisions based on submitted materials</li> </ol>
<i>Higher Education Trainer</i>	<p>Current higher education instructors who provide training and deliver courses in a higher education institution.</p>	<ol style="list-style-type: none"> <li>1. Submit education application to verify education in MERIT</li> <li>2. Complete 'Higher Education' Application in MERIT</li> <li>3. Submit an <a href="#">Employment Verification</a> form to <a href="mailto:training@dcyf.wa.gov">training@dcyf.wa.gov</a></li> <li>4. Complete the <a href="#">Orientation to the State-Approved Trainer Tab in MERIT module</a></li> </ol>



		5. DCYF makes final approval decisions based on submitted materials
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## Completing the Trainer Application in MERIT

In order to get started with the application, you must first create an account in the workforce registry (MERIT) to access the state-approved trainer applications. We recommend that applicants review all sections of the application, and gather relevant information before beginning the application in MERIT. The application prompts will be different depending on the application type that you select. All trainer types will need to submit the education application in MERIT.

	Specialist	K-12/ESD/Head Start	Higher Education
<i>Training Philosophy</i>	•	•	•
<i>Professional Information</i>	•	•	•
<i>Educational Achievement</i>	•	•	•
<i>Experience Instructing Adults</i>	•	•	•
<i>Core Competency Demonstration</i>	•		
<i>Resume</i>	•		•
<i>Curriculum Vitae</i>		•	
<i>Employment Verification</i>		•	•
<i>Observation</i>	•		
<i>Orientation Module</i>	•	•	•

**Training Philosophy Statement** is visible to the public. It will give people a chance to learn more about what they can expect from you as a trainer. You can make changes to this statement if your trainer application is approved. Use this section to:

- Describe your approach to the development and delivery of adult learning.
- Share what you are passionate about, as well as your content-related expertise.

**Professional Information** captures your work experience in early care and education as well as work that you have done in adult learning. Use this section to:

- Share work that you may have done as a trainer, instructor, coach, mentor or in another position related to working with adult learners.
- Share volunteer opportunities where you worked with adult learners.

You can use your resume to share additional relevant professional experiences.

**Core Competency Demonstration** is the section where you will select the [core competency areas](#) you would like to train. Use this section to:

- Provide specific and detailed information on the knowledge, skills, and experiences that you have had that has prepared you to train in the area.
- Expand beyond the information available in your resume.
- Share examples including specialized trainings that you have received, curricula that you have developed, conference presentations you have given, and/or professional development.

You may use these prompts to complete the core competency demonstration:

- What experience(s) have prepared you to deliver training in this content area?
- What accomplishments show your level of knowledge in the competency area?
- What skills and abilities do you want DCYF to know that may not be apparent from your resume?

**Specialist Trainer applications** require an observation to review your skills as a trainer. This will be done using a rubric that is based on the [Trainer Standards](#). Observations must be:

- Synchronous (live delivery) either online or in-person
- At least 90 minutes in length.

You are responsible for coordinating the training event and recruiting training participants. In-service (STARS) hours are not awarded for the approval observation if you deliver the training on your own. If you co-teach with an existing state-approved trainer, in-service (STARS) hours may be awarded for the portion you deliver as long as it is under the direct supervision of the state-approved trainer. Please refer to [Policy 501 for more information](#).

***If you are applying as a Specialist Trainers and you are an independent business owner who is not delivering training on behalf of a training organization that is listed in MERIT, you will need to obtaining a business license on the Department of Revenue's website if you are approved to train.***

### Assigned Competency Levels

DCYF will review all of your application materials and make a decision about your approval. If your application is approved, you will be assigned level(s) for each of the core competency areas you can train in.

- Higher Education and K-12/ESD trainers are approved for levels 1-5 in all competency areas.
- A Specialist Trainer may be approved at different levels based on knowledge and skills demonstrated for each of the competency areas.

You will only be able to train in the levels that are assigned.

*The table below shows how we make our approval decisions; keep in mind that we may exercise some flexibility within this table.*

	Level	Education Related to Early Learning and SA	Professional Experience	Working with Adult Learners
<b>Specialist Trainer</b>	1-2	Some credit hours in early childhood or school-age care (CDA, initial/short certificate)	2 years of experience	10 hours of supervised/partnered
	1-3	Associate's degree	3 years of experience	20 hours in supervised/partnered
	1-4	Bachelor's degree	5 years of experience	30 hours or teaching of two semesters of college credits (30 hours)
	1-5	Master's degree	7+ years of experience	60 hours or teaching of two semesters of college credits (30 hours)
<b>Subject Matter Expert</b>	Varies	Education or training that leads to expertise in a specific profession or training curricula (i.e., infant mental health consultant, physical therapist)	5+ years of experience in field of expertise	10 hours

### Changing Core Competency and Level Assignment

If you grow your professional knowledge, either through the completion of a degree or other forms of professional development, you may be eligible to have your approval levels re-evaluated. You can request a core competency re-evaluation by emailing us at [training@dcyf.wa.gov](mailto:training@dcyf.wa.gov). We may ask you to resubmit an education application in MERIT, and/or an updated state-approved trainer application to process a potential change in your assigned competency levels. You will not need to submit another recommendation letter or complete another trainer observation.

### Provisional Approval

If you are a trainer applicant who does not demonstrate full proficiency during the observation, you may be provisionally approved for a six-month period depending on your observation score. Applicants are eligible for this option if they earn between 70 and 79% of points possible during the observation.

Provisional approval gives you an opportunity to participate in targeted professional development to build your knowledge and skills in the necessary area(s). You will also have access to a trainer mentor to develop a professional development plan and identify activities to accomplish your learning goal(s).

*Trainers who have been provisionally accepted may train for in-service hours during this period.*

At the end of the six-month period, you will need to complete a live observation (even if an alternative format was originally submitted), and show that you have completed your learning goals. If you do not meet the minimum points requirement, you will not be eligible to train for in-service hours. You will be able to reapply after six months.

### Reciprocity with Region X Training Programs

All states that make up the federally-recognized Region X (Alaska, Idaho, Oregon and Washington) have similar state-approved training programs. If you are a trainer in one of these states, you may apply to be recognized as a trainer in the Washington registry. You will complete a simplified application process, and will be asked to submit documentation to verify your trainer type and approval levels. The Professional Development team will use an alignment tool to identify the equivalent approval for our state. If you are a trainer in a Region X state, please reach out to [training@dcyf.wa.gov](mailto:training@dcyf.wa.gov) before you begin the application process.

## Part II: Guidance for New State-Approved Trainers

Once you are approved to be a trainer, you will receive a welcome email that will connect you to helpful resources on the DCYF [Professional Development page](#) and the [Coaching Companion](#) site. We also suggest that you subscribe to the [Growing the Workforce newsletter](#); this is our team's way of communicating important information to trainers.

### Navigating the State-Approved Trainer Tab

We invite you to review the [Orientation to the State-approved Trainer Tab in MERIT](#) module on the DCYF learning management system. In order to find it in the course catalogue, please make sure to select state-approved trainer in the audience section. This module covers many of the frequently asked questions about how to navigate the registry from a trainers' perspective.

### Washington State Business License

All independent trainers who are not affiliated with a training organization must obtain a Washington State Business License, even if they do not anticipate charging for trainings. This is because trainers are seen as business owners by DCYF. You can learn more about obtaining a business license [on the Department of Revenue's website](#).

### Marketing

All state-approved trainers who enter a publically available training in MERIT will have their training posted on the 'Find Training' page. This will allow providers to search and register for the training. We encourage you to find other ways to share information about your offerings. The Professional Development Team is not able to offer individualized guidance or support on marketing strategies or community outreach.

### Trainer Support

As a state-approved trainer, you may be eligible to submit a trainer support application in MERIT to receive assistance for materials purchased for your training or to receive professional development related to the trainer role. You will need a [Statewide Vendor Number](#) (SVN) to

participate. If you do not have a SVN when you submit your application, you will have up to 12 months from the day you submitted the application to receive your number.

- This funding is available on a first-come, first-served basis, while funding is available.
- You can apply for this funding once per fiscal year (July 1 – June 30) for up to \$200.

You will need to save a copy of your receipts to support expenses; DCYF may request them to support your application.

### Part III: Guidance for Trainer-Affiliated Organizations in MERIT

Training organizations that are located in Washington State can be recognized in MERIT. This will allow trainers who train on behalf of those organizations to affiliate the training templates that they create with the organization in the registry. This allows an organization administrator to manage the participant roster, have a historical record of all trainings delivered for the organization, and the ability to manage other logistical details.

You may consider doing this if you are part of an organization that delivers in-service trainings regularly throughout the year, and has at least one state-approved trainer on staff. You can also use the “Find Training” tab in MERIT to search and see if your organization is already in the registry. We encourage you to review [Policy 507](#), and reach out to [training@dcyf.wa.gov](mailto:training@dcyf.wa.gov) if you believe that you are eligible.

### Part IV: Delivering State-Approved Training

#### Events Eligible for In-Service Hours

In-service hours are granted for events that apply adult learning principles to knowledge-sharing, and are intentionally designed to build skills through activities with practical application.

In order for a learning event to be eligible for in-service hours, your training must:

- Be at least one hour long
- Apply the Trainer Standards and address the core competencies
- Encourage learning through active participation and collaborative activities
- Have clearly-defined learning objectives

*All trainings, regardless of their format, must have a minimum of one point of interaction for every hour of training.* You may use these two types of interaction:

- Interaction amongst participants
  - Examples include: live group discussion, breakout rooms, group forums, discussion boards, group chat rooms.
- Interaction between the state-approved trainer and the participant
  - Examples include: Documented feedback, video chats, direct messaging, forum, message boards.

You may also write emails, and send resource links to participants. While these are helpful, we do not consider them back-and-forth interaction because they do not use interaction to extend learning, deepen thinking, or provide an alternative perspective.

*Many information-sharing events spread valuable information but are not eligible for in-service hours because they are missing interactive learning and do not apply the Trainer Standards.* DCYF's PD Team reserves the right to make the final decision about the eligibility of an event for in-service hours.

### Federally-Required Training Topics

In accordance with the WAC, we will not award in-service hours for health and safety trainings that cover some specialized topics, including First Aid, Safe Sleep, CPR, Blood borne Pathogens, and Food Handling. Some training topics are not authorized to be delivered by any entity or state-approved trainer outside of DCYF, including:

- Safe sleep training
- Training on licensing regulations or WAC
- Licensing orientation for new providers

We also reserve the right to restrict training delivery on the following topics to select professional development contractors:

- Environmental events
- COVID-19
- [DCYF-developed curricula](#)

These lists may change, and will be updated as needed.

### Entering a Training into MERIT

You will be able to find detailed, step-by-step information about navigating the state-approved trainer tab in the [Orientation to the State-approved Trainer Tab in MERIT](#) module. If you have specific questions that are not answered in this document or the module, please reach out to [training@dcyf.wa.gov](mailto:training@dcyf.wa.gov).

#### Training Delivery Method

You can choose from several types of delivery methods.

	Description	Examples	Recording in MERIT
<b>Self-Paced Independent Learning</b>	<ul style="list-style-type: none"> <li>▪ Participant accesses content independently and completes on their own time</li> <li>▪ Activity does not occur at the same time with other participants</li> </ul>	<ul style="list-style-type: none"> <li>▪ Micro-credential</li> <li>▪ Self-paced online content with:               <ul style="list-style-type: none"> <li>▪ Written reflection</li> <li>▪ Work samples</li> </ul> </li> </ul>	Self-paced
<i>Online</i>	<ul style="list-style-type: none"> <li>▪ Assessment of learning that determines successful completion</li> </ul>		
<i>Email</i>			
<i>Mail</i>	<ul style="list-style-type: none"> <li>▪ Back-and-forth interaction with instructor required for in-service hours (<i>i.e., instructor sends content,</i></li> </ul>		

## STANDARDS OF PRACTICE AND PROFESSIONALISM FOR STATE-APPROVED TRAINING FY23

	<i>participant submits response, instructor reviews and mails certificate and feedback)</i>	<ul style="list-style-type: none"> <li>▪ Interviews with other educators</li> </ul>	
<b>Blended Approach</b>  <i>Cohort Model</i>	<ul style="list-style-type: none"> <li>▪ Cohort with touchpoints within a shared range of time</li> <li>▪ Access content individually and completes activities on their own within specific timeframe</li> <li>▪ Participants join in interactions to complete training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussion boards</li> <li>▪ Chat rooms</li> <li>▪ Social Media group</li> </ul>	Hybrid
<b>Blended Approach</b>  <i>Flipped Model</i>	<ul style="list-style-type: none"> <li>▪ Content with follow up reflective practice/small groups</li> <li>▪ Each person accesses content individually and completes on their own time</li> <li>▪ Participants join a small group to reflect and discuss applying to practice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Online modules</li> <li>▪ Documents/text review</li> <li>▪ Meeting in webinar or phone</li> </ul>	Hybrid
<b>Live Facilitation</b>  <i>Virtual In-person</i>	<ul style="list-style-type: none"> <li>▪ Occur at the same time with other participants</li> <li>▪ Live facilitation and interaction</li> <li>▪ Participants join at a set date and time, in a shared space</li> <li>▪ Instructor leads through content and activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Online webinar</li> <li>▪ Virtual meeting platforms</li> <li>▪ In-person delivery</li> </ul>	In-person Online

### Canceling or Suspending Training

You are responsible for canceling their training or adjusting event details in the registry as soon as possible. You must make every effort to communicate the cancellation at least 72 hours in advance to all participants.

### Environmental Emergency

In-person trainings may be suspended in the case of an environmental emergency (eg. volcanic eruption, winter conditions, wild fire, etc). DCYF recognizes that counties may vary in their response to an emergency, and that this may impact when in-person training resumes. You are asked to respond to the [Washington State Department of Health](#) recommendations, and follow all local health jurisdiction requirements for resuming in-person delivery.

### Expectations for Entering Training in MERIT

You are responsible for entering training into the registry to ensure participants have an accurate record of the trainings they have completed.

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**You may not award yourself in-service hours for sessions you deliver.**

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You are expected to:

- Complete all fields of the training template in MERIT
- Enter trainings into MERIT three weeks before the start date of the training session
- Complete the training roster within 30 days of the training end-date
- Associate training with an organization listed in MERIT or enter the [UBI number](#)

- Update MERIT to reflect training changes (e.g., different location/time, cancellation)

Online asynchronous trainings that are self-paced, must be entered as self-paced in MERIT, and will be referred to as an 'unscheduled' trainings. More information about [Data Entry Requirements](#).

*DCYF does not conduct pre-approval of each training entered into MERIT.*

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*Trainings must have a start and end date in the same calendar year.*

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### Aligning Training with the Core Competencies

Trainers must understand and apply the Core Competencies and their levels as they develop, plan, and deliver training. This will ensure that offerings align with the professional learning needs for providers in our state. Trainer need to spend a minimum of one hour in at least one competency area.

### Calculating In-Service Hours

State-approved trainers are asked to indicate the session length and the number of hours spent in each of the content areas covered during the training. There must be a minimum of one hour in at least one core competency area.

This is the formula to calculate the total number of in-service hours:

$$\text{In-service hours} = \text{Session length} - \text{Time for breaks}^*$$

Breaks are defined as periods of more than 30 minutes during which no training content or activities occur.

- Longer trainings often provide participants with a lunch break. This break is subtracted from the overall in-service hours.
- Short breaks do not need to be subtracted, and should be included in training to support learner's needs.

Trainers are encouraged to adjust their session length to ensure that participants receive an accurate number of in-service hours.

### Delivering DCYF-Developed Curricula

All DCYF-developed curricula have a standardized training template in MERIT. To deliver DCYF-developed training, trainers must be assigned this template by DCYF, and they must use it to ensure participants receive a proper record of completion. For example, if a trainer provides Electronic Attendance Training, the state-approved trainer must use the Electronic Attendance Training template to enter the participants into the roster.

Before a template is assigned, the state-approved trainer must be approved to deliver the training. Requirements to receive access to these templates differ, and are outlined in the Professional Development Policy Manual; Section 5, Policy 505.



The table below clarifies the approval levels a trainer may need in the [Early Care and Education](#) and [Child and Youth Development Professionals \(Spanish\)](#) core competencies in order to deliver a training.

Training	Trainer Level	Competency Area
<b>Child Care Basics (CCB)</b>	1-3	All ECE Core Competency Content Areas
<b>School Age Basics</b>		All Child and Youth Development Professionals Competency Areas
<b>Outdoor Nature Basics</b>	1-3	All ECE Core Competency Content Areas
<b>Enhancing Quality Early Learning (EQEL) Year I &amp; II</b>	1-4	All ECE Core Competency Content Areas
<b>Outdoor Nature Based Learning 10 hour (lead teacher)</b>	1-4	ECE Core Competency Content Areas: Child growth & development Curriculum & Learning Environment Health, Safety & nutrition
<b>PACE: Provider Access to a Community Equivalent</b>	1-4	All ECE Core Competency Content Areas
<b>Dual Language Learner</b>	1-4	ECE Core Competency Content Areas: Child Growth & Development Curriculum & Learning Families & Community Partnerships Interactions Program Planning & Development Professional Development & Leadership
<b>Anti-Bias Anti-Racist</b>	1-4	ECE Core Competency Content Areas: Child Growth & Development Curriculum & Learning Families & Community Partnerships Interactions Program Planning & Development Professional Development & Leadership

### Guidelines for Using the DCYF Logo

Trainers should not use the DCYF logo on their training curricula. The DCYF logo may only be used on trainings that were created and distributed by DCYF.

### Guidelines for Training Completion Certificates

Trainers must provide a certificate of training completion to all participants. These certificates may be used by DCYF to correct roster-related issues in the registry. In order for DCYF to verify that a trainer has completed the training, the certificates must include:

- Training title
- Date of training
- Length of training
- Core competencies and amount of time in each
- Participant's name
- Trainer's name, STARS ID number, and signature
- Training organization or agency, if applicable

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*Trainers must create their own certificates of completion.*

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DCYF does not provide templates for completion certificates.

### State-Approved Training Evaluation Form

Trainers are responsible for distributing training evaluation forms to all participants after each training. The purpose of this evaluation is to gather feedback from participants in order to make improvements to the learning content and facilitation. These evaluations do not need to be confidential; however, participants may choose not to put their names on the form. *State-approved trainers are required to keep the evaluations for their records for a minimum of three years and must submit them to DCYF upon request.* The training evaluation form can be found here: [English](#); [Somali](#); [Spanish](#).

#### Online Training Evaluations

Trainers are responsible for administering training evaluations after all of their trainings, even if they take place online. We are asking trainers who deliver online to create electronic survey forms that have similar questions. You can use Survey Monkey or Google Forms to create a training evaluation. Just remember to share your link with all of your participants before the end of the training.

### Disclaimer of Liability

State-approved trainings are intended to be informational resources for licensed early learning programs. State-approved trainers have no authority over such entities and cannot be held liable for the actions or inactions of such entities. Any entity that relies on the information and ideas identified in a state-approved training has the duty to verify the applicability, accuracy, and timeliness of the content shared through state-approved trainings.

### Managing Learning Disruptions

Occasionally, trainers may encounter one or more training participants who disrupt the learning process. In order to prevent these situations, we recommend that trainers do the following:

- Clarify norms for participation and engagement at the beginning of the training;
  - For longer or multi-day learning events, group norms or working agreements may be established collaboratively with participants
- Put together several responses that they can use in different situations;
  - Common situations may include individuals who:
    - Disrupt and make insensitive comments

- Are not interested in learning [examples: non-engaged, no screen, no microphone, no conversation, etc.]
- Are negative and complain

If a learning distraction becomes apparent, the trainer may:

- Redirect unproductive comments back to the learning objectives;
- Acknowledge the participant(s)'s and their own emotional reaction, but do not respond emotionally;
- Direct the participants to use the [trainer concern form](#).

If the participants continue to negatively impact the learning environment for other learners, the trainer reserves the right to request that they leave the space. They may provide the [trainer concern form](#) link to the participant so that they can share their grievance with DCYF. We recommend that the trainer contacts the Training Inbox ([training@dcyf.wa.gov](mailto:training@dcyf.wa.gov)) to notify our team of the conflict.

Additionally, we advise training organizations to develop program-specific guidelines and supports to respond to the type of conflicts that may be more common in their settings.

## Part IV: Monitoring Training Quality

Quality assurance is essential to a high-quality program. It ensures that early learning and school-age professionals who are supporting children, youth and their families receive supports that are based on the most current best practices and information. DCYF, training participants, trainers, Organization Trainer Mentors, and other members of the training community are all responsible for ensuring the quality of in-service learning events.

The [Trainer Standards](#) resource has a corresponding observation rubric that is used to complete the trainer application observation and the random [quality assurance](#) observations for existing trainers.

### State-Approved Trainer Observations

All state-approved trainers are subject to random quality assurance observations. These observations are completed by trained observers (from DCYF or from contracted partners) who use a standardized process to complete the observation.

The trainer observation process has several important goals:

- Ensure delivery of high-quality training aligned with trainer and core competencies
- Provide trainers with meaningful feedback through observation or training review
- Inform DCYF's professional development system needs

DCYF may request observations for any of the modes of training delivery. There are several different types of observations for existing trainers:

- Random selection

- Reported trainer/training concerns
- Monitoring of DCYF training content

Trainer observers use a standardized rubric that is aligned with the Trainer Standards to complete the observation. If your training is selected for observation, you will be contacted by DCYF with details about the process. Trainers can expect a two-hour observation and possibly additional follow-up.

**If the trainer does not meet the minimum points required (80%),** they will be placed on provisional approval for six-months, and must agree to revise the content based on the feedback that was received. Once the learning goals and revision have been completed, either before or at the end of the six-month period, the trainer will need to offer this training again so that they can be observed. If the training does not meet the minimum points requirement, the trainer will receive additional feedback, and will have their trainer approval removed.

#### Recording Training Sessions Disclaimer

Any training that is listed in the professional development registry is subject to being observed by DCYF or a designee. By signing up for a training, a participant is providing consent to be recorded. If there is a participant in a training that has been selected for observation who does not want to be recorded, the trainer may make reasonable accommodations to respect the decision of the participant.

#### Registry Training Data Review

DCYF will conduct a MERIT training data review for all trainings that are selected for the random quality assurance observation. The purpose of this review is to identify data-entry trends and to monitor the trainer's compliance with the standards of practice. Our random monthly quality assurance checks will look at:

- Did you accurately complete the training template?
  - Fill in all fields with detailed information
  - Use learning objectives
  - Connect learning objective(s) to the appropriate core competency(ies)
  - Complete a school readiness statement that is related to long-term outcomes
  - Correctly assign training level
  - Agenda capture interactive learning opportunities
- Did you complete the training roster within 30 days of the training end date?
- Did you associate your training with your organization (independent trainers exempt)?
- Did you update MERIT to reflect training changes (e.g., different location/time, cancellation)?
- Did you enter your training into MERIT three weeks before the start date of the training session?

### Part V: State-Approved Trainer Renewal

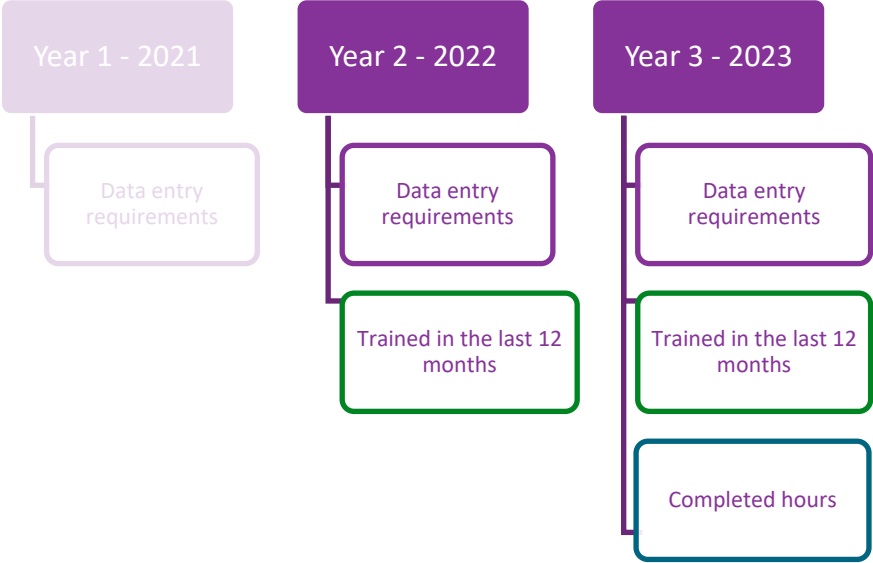
As a state-approved trainer, you will need to renew your approval every three years to show that you are active within the professional development system. This will ensure we have an

updated trainer roster and that trainers have an opportunity to receive updated policies and provide feedback to guide system development.

You can show that you are an active trainer by meeting the following requirements:

- Facilitate at least one training annually
- Complete 15 in-service hours annually
- Adhere to MERIT training data entry policies

Active trainer indicators have been phased in beginning with 2021 over a three-year period. We anticipate full implementation of all trainer renewal requirements expected in calendar year 2024.



For more information about the state-approved trainer renewal process, please refer to the state-approved training page on the DCYF website.

### Data Entry Requirements

Trainings that are selected for quality assurance observations will also participate in data entry monitoring (see [MERIT Data Entry Review](#)). You will receive an email if your training is selected, and a follow-up email about the outcome of the review. If there are issues with your data entry, we will reach out to you to explain the issue(s) and provide corrective guidance. The data entry review will not have a negative impact on your trainer status.

### Trained in the Last 12 Months

To maintain active trainer status, you must list at least one training in MERIT at least once during the last calendar year. We will not be able to use trainings that are not listed in MERIT to mark you as meeting this active training indicator. If you delivered a conference session for early learning providers for in-service credit, and you would like that session to count toward this requirement, you must notify the training team at [training@dcyf.wa.gov](mailto:training@dcyf.wa.gov) prior to the end of that calendar year.

## Professional Development Requirement for Trainers

All state-approved trainers are expected to receive in-service training to fulfill a 15-hour requirement for continuing education to maintain their [trainer status](#) and qualifications. The term 'in-service hours' refers to training that grants hourly credit for completion and is documented in MERIT. State-approved trainers may participate in professional learning opportunities that are not in the MERIT system and receive in-service credit in MERIT if they complete a continuing education proposal (CEP). You can find more information about CEP guidelines and process in [Policy 305 of the Policy Manual](#).

Trainers currently enrolled in higher education courses will be able to use their coursework toward the in-service requirement. Clock hours may also be recognized as in-service hours in MERIT if an individual completes a continuing education proposal. This requirement is not new and has been in place since the state-approved training program was implemented. **It will not be formally monitored until calendar year 2023.**

### Content Guidance

There are currently no restrictions on the content areas that will meet this requirement. We encourage trainers to pursue learning in content areas that are part of their professional development plan and encourage trainers to pursue content related to the [Trainer Standards](#). Trainers will be able to select training levels that are responsive to their unique learning needs.

*We ask that trainers complete five hours of training in anti-bias and anti-racism every calendar year. They can participate in trainings in the MERIT system or find trainings on this content outside of MERIT (trainer will need to submit a CEP).*

### State-Approved Trainers With Other Professional Development Requirements

There are some exemptions to the 15-hour professional development requirement. K-12/Head Start/Education Service District trainers are excused from the 15-hour in-service requirement as long as they complete their annual professional development requirement through their governing body.

Other state-approved trainers who deliver specialized content (e.g., nutrition, mental health) and have their own industry-specific professional development requirements may request an exemption. DCYF reserves the right to request documentation showing the completion of the professional development requirement.

## Appealing a Renewal Decision

If you are a state-approved trainer and you have received notification that your trainer status will not be renewed for the coming approval cycle, you will have an opportunity to appeal the process. You will need to submit information to support your appeal to the DCYF PD Team at [training@dcyf.wa.gov](mailto:training@dcyf.wa.gov) within 10 days of the decision. DCYF will have 30 days to respond. If you have extenuating circumstances that have prevented you from fulfilling your trainer requirements over the calendar year, please let us know. We reserve the right to make case-by-case decisions about appeals. If your appeal is rejected and you would like to continue

providing in-service hours, you will need to go through the state-approved trainer process again.

### Suspending or Relinquishing Trainer Status

Trainers may suspend or relinquish their trainer status at any time, for any reason. If a trainer is no longer interested in being listed as a state-approved trainer in MERIT, email [training@dcyf.wa.gov](mailto:training@dcyf.wa.gov). Trainers who do not complete their renewal action steps will become inactive in MERIT.

## Part VI: Trainer Sanctions

State-approved trainer sanctions will be implemented due to lack of adherence to the standards in this manual. DCYF reserves the right to implement the trainer sanctions process when:

- A state-approved trainer plagiarizes content that was developed by another trainer
- A state-approved trainer engages in fraudulent/illegal activity
- A trainer is disqualified from providing child care or has their license revoked or denied
- A trainer is convicted of a crime against persons or billing practices
- A trainer fraudulently keeps in-service training scholarships or participant's payments
- A trainer violates the WAC related to their primary role

Possible sanctions will be determined on a case-by-case basis and may include one or more of the following:

- Required professional growth plan with additional follow-up observation upon completion
- Goal-oriented mentorship from an assigned state-approved trainer with additional follow-up observation upon completion
- Placement on provisional approval status until the trainer can demonstrate changes in practice
- Temporary revocation of state-approved trainer status until remedial activities are completed
- Permanent revocation of state-approved trainer status

If a trainer is disqualified from providing child care or has their license revoked or denied, the trainer will not be allowed to be a state-approved trainer. Furthermore, if it is found that the trainer is participating in any misleading marketing, fraudulent, or illegal activity, the immediate removal of trainer status may apply.

### Trainer/Training Concerns

Participants and other members of the professional development community may document concerns about a trainer or the content of training using the [trainer concern form](#). This form is submitted to DCYF at [training@dcyf.wa.gov](mailto:training@dcyf.wa.gov). Individuals also have an option of completing a

confidential interview with a member of the Professional Development Team who will complete an anonymous concern form on the individual's behalf.

Individuals must report their concerns within 60 days of the original training date. Once DCYF receives a concern form, they will follow up with all of the individuals involved within 10 business days to obtain first-hand information. Our team will decide on the appropriate action to take based on the information learned from the discovery process, and in adherence with our state-approved trainer sanctions policy. Additional information about the trainer concern policy can be found in the [Professional Development Policy Manual](#).

In the event that the concern is tied to an ongoing training or the trainer has future trainings scheduled, DCYF reserves the right to pause a trainer's ability to deliver further trainings during the review period. The trainer may be subject to trainer sanctions as a result of the incident review.

## Plagiarism

The DCYF PD Team defines plagiarism as:

- Using another trainer's or training organization's learning content without proper citation; and
- Citing the sources of your information but using the same words without quotation marks; and
- Borrowing all or part of another trainer's content to make your own training.

If the DCYF PD Team becomes aware of instances of plagiarism, they will implement [trainer sanctions](#).

## Removal of Trainer Status

A trainer who is going through the removal of their approval status and has active trainings in the registry must:

- Stop enrolling new participants
- Synchronous: Notify registered training participants that the event is cancelled, if applicable
- Asynchronous: Notify registered Washington participants that they must complete the course by the end of the month in order to receive credit
- Process training reimbursement, if applicable
- Complete all active trainer rosters

The trainer may not create any new trainings under their profile once they receive notice that their state-approved trainer role will be removed. If the trainer conducts trainings on behalf of a national training organization, they are responsible for reaching out to their partner organization to let them know that they are no longer able to provide training within Washington State.



## Reinstating State-Approved Trainer Status

Trainers who are residents of Washington State may re-apply for state-approved trainer status one year after their role was removed from the registry. In order to reapply, they will need to complete a professional growth plan, and demonstrate that they have made improvement. If DCYF determines that they have met the goals in the growth plan, the trainer will be asked to complete the full application process, as well as additional quality assurance monitoring for the trainings that they intend to list in the registry. Out-of-state trainers/training organizations will be considered on a case-by-case basis.

## Conclusion

We have attempted to capture the most critical information about the state-approved training program in this document. There may be some topics that were not addressed or were mentioned but not in sufficient detail. We want to make sure that this resource is useful for you. If you have any comments on how we can improve this document, please reach out to [training@dcyf.wa.gov](mailto:training@dcyf.wa.gov). You can also check the [Professional Development Policy Manual](#) for more training-related information.

## Definitions

Annual. The calendar year – January 1 through December 31.

Child Care Basics (CCB). This 30-hour curriculum is designed to meet the initial basic training requirement for early learning program staff working in licensed or certified programs in Washington State. It serves as a broad introduction for professionals pursuing a career in the early care and education field and covers the state and federal health and safety topics for pre-service requirement in licensed care.

Conference or Special Event Application. Allows organizations and trainers to submit an application to DCYF to have experts who are not state-approved trainers conduct training that earns in-service hours (STARS). All conference/special events align with Washington State Core Competencies and include a knowledge assessment and evaluation of training.

Continuing Education Proposal. Application is submitted to have training from non-state-approved trainers to be reviewed for alignment with Washington State Core Competencies for Early Care and Education Professionals to be added as Annual Continuing Education hours.

Core Competencies for Child and Youth Development Professionals. A set of professional core competencies developed for youth that align with Washington State Core Competencies for Early Care and Education Professionals.

Core Competencies for Early Care and Education. Defines what early learning professionals need to know and do to provide quality care and education for children and their families. They serve as the foundation for decisions and practices carried out by professionals in all early care and education settings and align with national standards for early childhood educators.

Department of Children, Youth, and Families, also referred to as DCYF.

Early Achievers. A statewide system of high-quality early learning that connects families to early learning programs with the help of an easy-to-understand rating system and offers coaching, professional development, and resources for early learning providers to support each child's learning and development.

Early Childhood Education and Assistance Program (ECEAP). A comprehensive state preschool program that provides free services and support to eligible children and their families.

Early Childhood Education (ECE) Initial Certificate. Washington's Initial Certificate in Early Childhood Education that serves as the point of entry for a career in early learning and covers foundational content for early learning professionals. Participants may earn 12 quarter credits.

Early Childhood Education (ECE) Short Certificate. This certificate builds on the Initial Certificate and offers participants areas of specialization in early childhood education.

Early Childhood Education (ECE) State Certificate. Washington's State Certificate in Early Childhood Education is the benchmark for Level 2 Core Competencies for Early Care and Education Professionals and prepares for the next step, an associate's degree in Early Childhood Education.

Early Learning Provider(s)/Provider(s). Includes all early learning professionals who may be Licensed Family Home (LFH); Licensed Child Care; or Family, Friend, and Neighbor (FFN), or programs delivery such as ECEAP.

Education Application. An electronic application available in MERIT to request verification of education information and recording of outcome in MERIT.

Education Appeals. Initiated by the education verification applicant, the appeal form documents an official request for secondary review of a processed education application when an error may have occurred in the education verification process.

Education Movement. A term for educational accomplishments that an individual has made after submitting their initial education application.

Education Verification. The process of evaluating and education application in MERIT.

Electronic Attendance System. An electronic system that keeps a record of check-in and check-out time for children on subsidy.

Enhancing Quality of Early Learning (EQEL). EQEL is a 20-hour training series that is completed after Child Care Basics. Training topics include Continuous Quality Improvement, Culturally Responsive Practices, Brain Building, Executive Function, Trauma-Informed Care, Engaging Environments and Interactions, and Positive Behavior Support.

In-Service Hours. Training hours that meet the need for annual training requirements, delivered by a DCYF state-approved trainer or approved by the department to maintain staff standards and qualifications while employed as an early learning provider.

Managed Education and Registry Tool (MERIT)/Electronic Workforce Registry. Washington State DCYF workforce registry, this includes professional records of individuals, provider background checks, training records, education information, and qualification data.

National Association of Credential Evaluation Services (NACES). An organization that conducts a course-by-course evaluation of foreign degrees to determine the number of early childhood education (ECE), school-age, or ECE/school-age combined credits they have earned.

Organization Trainer Mentor (OTM). The organization is a contractor to DCYF and provides an organization trainer mentor (OTM) who assists other staff in completing the trainer approval process. OTMs are committed to following the quality assurance process and expectations and provide mentoring and support to their organization trainer applicants.

Pre-Service Training. Training that is completed before someone is employed or soon after becoming employed. Pre-service is grounded in health and safety topics and does not count as in-service (does not earn STARS hours).

Provider. Early learning staff providing care in the early learning program.

Professional Record. The section of the workforce registry covering information about an individual in the workforce and includes contact information, employment, education history, coursework that counts for STARS hours, required, and optional state-approved training.

Relationship-Based Professional Development (RBPD). An approach that uses professional relationships as a primary method to support professional growth and development for adult learners. Relationship-based professional development implements a reflective cycle of inquiry that uses an evidence-based adult-learning process of goal setting, observation, assessment, action planning, reflection, and feedback.

Relationship-Based Professional Development (RBPD) Standards. These Competencies focus on professional relationships as the primary focus in professional development and growth. It describes the knowledge and skills that professionals must have to facilitate adult professional development within a reflective framework.

STARS Hours. See the definition for in-service hours.

State-Approved Trainer. A trainer approved to offer in-service hours for DCYF. This is an assigned role in DCYF's workforce registry for tracking and monitoring statewide training delivery. State-Approved Trainers may also have specific training privileges assigned to them by DCYF to deliver certain pre-service or in-service training requirements or other DCYF developed training.

Trainer Assurances. A set of expectations state-approved trainers agree and adhere to as part of being a state-approved trainer.

Trainer Standards. The trainer standards provide detail with measurable and observable skills necessary for trainers to provide quality professional learning.

Trainer Observer. DCYF staff or contracted professionals who provide observations and individualized feedback to trainers through the observation and evaluation process used for quality assurance of state-approved trainers.

Trainer Observation Rubric. The tool used to evaluate the quality of in-person, online, and self-paced/correspondence training as part of the trainer application and quality assurance processes.

Trainer Sanctions. A sanction is issued to a state-approved trainer if a state-approved trainer does not meet the Trainer Standards or Standards of Practice and Professionalism or engages in fraudulent/illegal activity.

Training Organization. Listed in MERIT as an organization that employs or contracts with state-approved trainers to provide professional learning opportunities for Washington's early learning workforce. Trainers can associate with their organization when recording training in MERIT as a way to track all training provided by that organization delivered by multiple trainers.

User. An individual who participates in the early learning workforce and utilizes the professional development registry.

**If you would like copies of this document in an alternative format or language, please contact DCYF Constituent Relations (1-800-723-4831 | 360-902-8060, [ConstRelations@dcyf.wa.gov](mailto:ConstRelations@dcyf.wa.gov)).**