

Considerations for an Equitable Recovery for the Expanded Learning Workforce for Professional Development, Training, Skills, and Competencies

The following questions should be considered when developing workforce processes and decisions related to training and skills development of staff:

- How do I/we provide that all staff have access to effective technology tools (i.e., computer, video, audio, software, internet)?
- How do I/we provide staff with training on designing and facilitating effective virtual learning, including the use of technology required and virtual facilitation skills?
- Do I/we provide professional development on different days of the week and times of the day?
- How do I/we ensure professional development will be recognized or incentivized, including being paid to complete training within work hours?
- Are the needs of students and staff driving the training and professional development content versus the expectations of school day and/or funders?
- How do I/we ensure that staff designing and facilitating professional development have an understanding of race, class, power, privilege, and oppression?
- How do I/we ensure that the staff charged with the design and facilitation of trainings is reflective of the staff that will participate in the trainings?
- How do I/we ensure that staff of color are designing and facilitating training and other professional development supports?
- How do I/we ensure a sense of safety and inclusivity within virtual learning opportunities?

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The following questions should be considered when developing workforce processes and decisions related to training and skills development of staff (Contin.):

- Do I/we provide training to prevent staff from misidentifying indicia of poverty as neglect/abuse?
- How do I/we ensure that virtual trainings are mindful of how trauma and ACEs impacts adult learning and comprehension?
- How do I/we equip staff to encourage and support difficult conversations about race with staff, youth, and families?
- How do I/we make racial equity, cultural competency, and social justice training, and capacity building available to staff?
- How do I/we ensure that staff of color are provided peer support, mentorship, and coaching?
- How do I/we ensure there are opportunities for peer support, mentorship, and coaching that allow for ongoing reflection on equity and social justice practices?
- How do I/we ensure that racial equity and cultural competency is infused within supervision systems across the organization?