
TRAINING ADMINISTRATION

Training content proposal, development, and administration

Directive 1.60

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Rule: NA

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Forms: DSPD Training Content Request Form and Checklist; DSPD Instructional Design Template

Purpose:

This directive establishes policy and procedures for the creation, development, and administration of new training content for both division staff and contractors, including required trainings. It refines what is meant by “training” and ties it explicitly to learning objectives and determining success in meeting those objectives. It is distinguished from non-training events like information sessions, which are not covered in this policy. The directive will create consistency and coherence across the inventory of division training and align it with DHHS training and strategic goals.

Definitions:

Assessment method: means a concrete method for measuring successful outcomes such as use of multiple choice quiz questions, self-assessment, etc. Assessment methods should align directly with the learning objectives for the training.

Curriculum (curricula): means a standards-based series of training activities that are planned to align with identified learning objectives as tangible outcomes that may be either measured or demonstrated in some other predetermined way.

Development phase: means the process following approval by DLT of a new training curriculum that has clearly identified learning objectives and outcomes. The development phase is a collaboration between the training development team and the SMEs who proposed the training. A story-boarding approach is used to develop an instructional design and then execute a deliverable.

Division (DSPD): means the Department of Health and Human Services Division of Services for People with Disabilities.

Division leadership team (DLT): means the director and assistant directors of DSPD, or their appointed designees.

DSPD training coordinator: means the DSPD staff assigned by the division director who is responsible for administering division training needs, including assisting the initial proposal phase, and then coordinating development and implementation of the training.

Information session: is a method for delivering information about new policies, updates, changes to process, etc. Information sessions are distinct from training because they don't necessarily meet a continuing business need, or a strategic goal, and their learning objectives may not be clearly defined in advance or have measurable outcomes. They meet an immediate need to disseminate information to staff, the public, or providers. They are excluded from this policy but are subject to other DSPD and DHHS policies.

Listening session: is a method for gathering feedback from constituents and other interested parties about their experiences and perspective. This is required for policy development and other similar agency actions. It may include things identified as question and answer sessions (Q&A), or focus groups. They are excluded from this policy but are subject to other DSPD and DHHS policies.

Learning objective: means the skills or knowledge that the training is intended to provide to the identified audience for the training, as well as careful consideration of how and why these outcomes are important to the division and DHHS.

Optional training: means a training that is only recommended for some audiences, but that may be required for others. It is also possible that a training can be optional for all audiences to which it would be offered.

Required training: means that the training is mandatory for the role to which it is assigned. DLT approves the assignment of required training. DSPD will maintain a list of all required training assignments, and their frequency, for DSPD staff by role, and for external providers as established by contract.

Sponsoring team: means the DSPD team that is proposing a new or amended training curriculum; the sponsoring team will act as subject matter experts (SMEs) during the development phase.

Staff: means an employee of the Division of Services for People with Disabilities.

Training: means a carefully planned curriculum for delivering learning objectives that aligns with division or DHHS business needs (including regulatory compliance), or that aligns with division or DHHS strategic goals. Training does not include information sessions, new employee onboarding (except where it has been determined as necessary training by DLT or DHHS), Q&A, or listening sessions, etc.

Training development team: means assigned DSPD staff who work with the DSPD training coordinator to develop training in collaboration with the sponsoring team.

I. Policy:

1. Policy for creating new training content for DHHS/DSPD staff, and providers:

- a. Staff training that is delivered by the division may be assigned through the SABA learning portal; offered through the DSPD website (or on another DHHS website); or it may be delivered in some other format, including in-person and live or recorded virtual training curricula.
- b. All division training content that is presented on the DSPD website (or on any other DHHS website) must meet all the requirements of DHHS Policy 06-05.
 - i. Training content that appears on the DSPD website is further subject to DSPD Directive 1.59 - DSPD Website Administration.
- c. Training materials that are used to deliver live or virtual training to members of the public must get review and approval from the Office of Public Affairs and Education (PAE) prior to being delivered.
 - i. This review includes only the materials used in the training. (i.e. slides and handouts, but not the entirety of the training curriculum itself).
 - ii. Live and virtual training should still use the processes described below for content

proposal and review to assure that the training meets DSPD/DHHS training standards. This will include identifying clear learning objectives that align with DSPD/DHHS business needs or strategic goals, and determining successful outcomes of the training.

- d. Division staff training content must be proposed, reviewed, and approved for quality of delivery methods and learning objectives before being delivered.
 - i. For all proposed training content, a contact staff for the sponsoring team will complete and submit the DSPD Training Content Request Form and Checklist.
 - ii. Division staff training requests will be submitted by sending the completed training content request form via email to the DSPD training coordinator.
 - iii. The DSPD training coordinator will review the form for possible recommendations to assure consistency within the inventory of other divisional training, to avoid duplication, and to comply with accessibility requirements and other divisional and departmental obligations and needs.
 1. The form may be returned to the sponsoring team with questions, or with requests for more information;
 2. When successfully completed, The DSPD training coordinator will make a recommendation to the division leadership team (DLT) about the requested training. DLT may approve, deny, or return the request again for more information.
- e. Once approved, requests will then proceed to the **development phase**, based upon the plan that was approved on the request form. Development will be a collaboration between the training team and the sponsoring team that is intended to achieve a sustainable and high-quality training product consistent with other division and department training.
- f. The sponsoring team will act as subject matter experts (SMEs) and will collaborate with the division training team (instructional design experts) to develop content and an instructional design. This will be done by completing the DSPD instructional design template together.
- g. Based on that template, and collaboration, the division training team will then finalize the training deliverables, including any required approvals, and will then assure that it is available on SABA, or on the website, or another platform.

II. Procedures:

Procedures for proposal, creation, and development of new training content for DSPD staff and providers.

1. **DSPD staff will complete the DSPD Training Content Request Form, and submit it to the DSPD training coordinator. New training proposals must address:**
 - a. Who at DSPD is proposing and sponsoring the training;
 - b. Identify whether the training is new, or is an update to, or replacement of, an existing training;
 - c. Identify who will take the training, identified by role or job title;
 - d. Identify whether the training is optional or required for each role for whom it is intended;
 - i. If the training is required, identify any deadlines and timelines associated with

completing the required training;

- ii. If the training is required, also identify whether the training must be taken only once (ie., upon hire, or some other initiating event), or if it must be renewed; and if renewed, on what cycle or timeline.
- e. Identify clearly the purpose and need for the training. This can be in the form of a developed business justification, or a clear rationale related to supporting a strategic goal;
- f. Identify the proposed format (or formats) that the training will be delivered in.
 - i. Explain whether it will be delivered in person, online, through the SABA learning portal, etc., and then describe what format will be used in each case.
- g. Identify how successful completion of the training will be recorded and evaluated.
- h. Identify how success will be determined and measured. Identify the assessment methods that will be used as part of the training;
 - i. Explain how the assessments are delivered and measured, for example with a pool of quiz questions in SABA, or a self-evaluative attestation, etc.
 - ii. If no assessment is planned, explain why it is not necessary, while meeting the definitions of training in this directive. (For example, not including assessment cannot be a way of not determining clear learning objectives. The justification for no assessment must align with the learning objectives).
- i. If the training meets some agency or DHHS obligation (ie. audit compliance), identify how success be measured at the individual level, and for the division in meeting the goal.

2. Criteria for reviewing DSPD staff training proposals:

- a. The DSPD training content request form is first submitted to the DSPD training coordinator/team for review and for assistance with successful completion;
- b. The proposal is forwarded with a recommendation for review by DLT for approval, denial, or further action;
- c. The review of proposals at each level will consider the efficacy of the following elements of the training proposal as part of the criteria:
 - i. the learning objectives of the training are clearly articulated and attainable;
 - ii. the methods for attaining those learning objectives are clear and effective;
 1. the training delivery methods should utilize multiple modes of learning and assessment in order to assure that the training is accessible and effective for all intended users;
 - iii. there is an effective method for assessing whether the learning objectives have been met at the conclusion of the training, or else a reasonable justification for why it is not necessary.

3. Development phase of training:

- a. Following approval of the training, the SME team will work collaboratively with the training coordinator and the training development team to develop an instructional design for the training.
- b. The collaboration between the teams will use the DSPD Instructional Design template as a

shared document to develop specific strategies and training content to support the learning objectives identified and approved in the DSPD Training Content Request form.

- i. The design template may be adapted to fit the format that the training will be delivered in: through SABA; live/virtual; recorded, etc.
- c. The collaboration will identify and develop methods for assessment and for documenting that learning objectives were successfully met.
- d. The SME team is responsible for identifying and refining content within the instructional design, they are the experts on the subject matter.
- e. The training development team is responsible for assuring the overall effectiveness of the instructional design in meeting learning objectives, and assessment of success; they are the experts on instructional design and training delivery.
- f. If the training is to be delivered through the SABA learning portal, the training development team will finalize and implement the training using instructional design software such as Captivate or Articulate.

III. Required Training:

1. After a training has been approved, designed and then prepared for delivery, if it is determined that the training is required for any role in DSPD, that training will be added to the Required Training Documentation sheet.
 - a. The Required Training Documentation identifies all the required training that has been assigned to staff by role, and to providers by contract type.
 - b. The Required Training Documentation sheet may be found [here](#).
 - c. The Required Training Documentation sheet identifies who must take the training, when, and how often.