

December 2017



Professional Development for Child Care Licensors



NATIONAL CENTER ON
Early Childhood Quality Assurance

Acknowledgements

This document was developed with funds from Grant #90TA0002-01-00 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Office of Child Care, and Health Resources and Services Administration, by the National Center on Early Childhood Quality Assurance in cooperation with the National Association for Regulatory Administration. This resource may be duplicated for noncommercial uses without permission



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Introduction

The purpose of this document is to provide a framework that can be used by state, territory and tribal licensing administrators, managers, and trainers in creating professional development opportunities for child care¹ licensing inspectors or licensors². Having a well-designed professional development plan helps ensure licensing staff have clear direction on the training and competency development needed to succeed in their positions and advance their careers as licensors. An effective professional development program can help boost staff morale, attract and maintain high-quality staff, and build future leaders for the licensing program. Professional development enables licensing staff to obtain the knowledge, skills, and abilities required to assist and support child care programs in providing safe and healthy environments, and improving the quality of care for the children they serve. It also increases the licensor's effectiveness as a trusted resource for providers. Fair and consistent inspections, conducted by trusted, knowledgeable and professional licensors is a hallmark of an excellent licensing program.

In addition, the Child Care and Development Block Grant Act of 2014³ requires states⁴ to ensure that individuals who are hired as licensing inspectors are qualified to inspect child care providers and facilities, have received training in related health and safety requirements, and are trained in all aspects of the state's licensure requirements.

Initial and ongoing training of licensors is the foundation of a quality assurance program, which can ensure that:

- ◆ Child care licensing rules are applied consistently and fairly across a State;
- ◆ Child care licensing staff follow the procedures and policies established by the state;
- ◆ The licensing agency offers providers the information and support they need to become and remain licensed and comply with the licensing regulations; and
- ◆ Parents and other users of child care services have the information and support needed to select and evaluate child care for their children (National Center on Child Care Quality Improvement, 2014, p. 2).

Professional Development

The term professional development is defined as the process of improving and increasing staff capabilities through access to education and training opportunities in the workplace or via outside organizations or by watching others perform the job.

¹ The term "child care" is used in this brief to encompass all types of early care and education programs and providers that are required by law to obtain a license to operate legally in a state or other jurisdiction.

² States use different terms for the licensing agency staff that primarily conducts inspections in child care facilities, such as licensor, inspector, consultant, or specialist. For the purposes of this brief, we use the terms "licensing staff" and "licensor."

³ The Child Care and Development Block Grant Act of 2014 and section 418 of the Social Security Act (42 USC 618), as amended, provide the statutory authority for implementation of the Child Care and Development Fund program as designated by the Administration for Children and Families. For more information, visit <http://www.acf.hhs.gov/programs/occ/resource/ccdf-law>.

⁴ In this brief, "state" means "any of the states, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands of the United States, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and includes Tribes unless otherwise specified," as defined in Child Care and Development Fund, 45 C.F.R. § 98 (2016).

Related Resources

- *Key Competencies for Licensors of Child Care Programs* (2017), by the National Center on Early Childhood Quality Assurance.
<https://childcareta.acf.hhs.gov/resource/key-competencies-licensors-child-care-programs>
- *Contemporary Issues in Licensing: Quality Assurance in Child Care Licensing* (2014), by the National Center on Child Care Quality Improvement.
<https://childcareta.acf.hhs.gov/resource/contemporary-issues-licensing-quality-assurance-child-care-licensing>

Licensor Education and Training

According to the *2014 Child Care Licensing Study* by the National Center on Early Childhood Quality Assurance (ECQA Center) (2015), 39 States require licensing line staff to have a bachelor's degree. In 24 States, the content or major of the degree or course work must be in early childhood education, child development, or a related topic. Twenty-one States also require experience working in a setting with children.

Twenty-eight states require licensing line staff to complete additional training each year in various topics as seen in Table 1. Almost all states make training available to licensing staff through the licensing agency, local and state conferences, and community-based organizations. More than half of states receive training from outside consultants and/or national conferences (ECQA Center, 2015). Table 1 reflects the most common annual training topics reported by states.

While many states require degrees for the licensing staff, a degree focused on child care regulation does not exist. Therefore, it is important to identify the type of coursework, training, and experience that will result in the knowledge, skills and abilities or competencies needed to inspect and license child care programs.

Table 1. Licensor Ongoing Professional Development Topics

Annual Training Topics	Number of States
Regulatory issues	16
Health and safety issues	16
State's regulations	15
State's licensing policies and procedures	15
Cultural competency and sensitivity	12
Identifying child abuse and neglect	11
Early childhood education and child development	11
Provider-licensor relationships and communication	11
Supervision	8
Disaster and emergency preparedness	8
Fire safety	6
Adult development	3
Business administration and management	3

Source: National Center on Early Childhood Quality Assurance. (2015).

Key Licensor Competencies

In order to develop a professional development plan with the most appropriate training content and learning objectives for the licensing program, it is important to first prioritize the competencies the staff will need to be successful in their positions as licensors. A list of suggested key competencies for child care licensors has been developed through job task analysis with input from various state child care licensing programs. *Key Competencies for Licensors of Child Care Programs* (ECQA Center, 2017), includes seven competencies:

- ◆ Accountability,
- ◆ Case management,
- ◆ Child development,
- ◆ Communication,
- ◆ Monitoring and enforcement,
- ◆ Leadership, and
- ◆ Supporting compliance and quality improvement.

The specific knowledge, skills, abilities, behaviors, and other characteristics for each competency are defined by proficiency statements. The following table provides an example of proficiency statements for the key competency of communication.

Table 2: Key Competencies for Licensors—Communication

Proficiency Statements	
Knowledge	<ul style="list-style-type: none"> ◆ Is familiar with strength-based communication strategies such as reflective listening and motivational interviewing ◆ Has an awareness of and sensitivity to backgrounds that are diverse in family structure, socioeconomic status, race, ethnicity, culture, and language
Skills and abilities	<ul style="list-style-type: none"> ◆ Able to communicate effectively both orally and in writing, using correct grammar and sentence structure ◆ Encourages the expression of multiple perspectives ◆ Able to understand the body language of others to interpret cues ◆ Able to communicate assertively and respectfully ◆ Able to clearly communicate and differentiate between violations that must be corrected and recommendations for improvement ◆ Able to support problem-solving with providers and use conflict resolution strategies to manage and resolve conflict ◆ Develops and effectively presents information to different audiences, such as providing workshops at state conferences ◆ Able to communicate effectively with different audiences ◆ Responsive to providers and families who speak other languages

Proficiency Statements

Behaviors and other characteristics	<ul style="list-style-type: none"> ◆ Demonstrates sensitivity and compassion when responding to others' difficulties ◆ Works effectively with difficult or hostile individuals to resolve problems ◆ Develops mutually respectful and trusting relationships with providers and colleagues ◆ Communicates a shared commitment to children's well-being
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Source: National Center on Early Childhood Quality Assurance (2017), p. 10.

Suggested Training Topics for Licensors

National Guidelines

The *Caring for Our Children: National Health and Safety Performance Standards, Guidelines for Early Care and Education Programs, Third Edition (CFOC3)*, recommends that prior to or within the first 6 months of employment, licensing inspectors should receive training, through onsite platform training or online coursework, in regulatory administration based on the concepts and principles found in the National Association for Regulatory Administration (NARA) licensing curriculum (American Academy of Pediatrics, 2011). In addition, they should receive no less than 24 clock hours of continuing education each year, covering the following topics and other topics as necessary based on competency needs:

- a. The licensing statutes and rules for child care;
- b. Other applicable state and federal statutes and regulations;
- c. The historical, conceptual, and theoretical basis for licensing, investigation, and enforcement;
- d. Technical skills related to the person's duties and responsibilities, such as investigative techniques, interviewing, rule-writing, due process, and data management;⁵
- e. Child development, early childhood education principles, child care programming, scheduling, and design of space;
- f. Law enforcement and the rights of licensees;
- g. Center and large or small family child care (FCC) home management;
- h. Child and staff health in child care;
- i. Detection, prevention, and management of child abuse⁶;
- j. Practical techniques and Americans with Disabilities Act requirements for inclusion of children with special needs;
- k. Exclusion/inclusion of children who are ill;
- l. Health, safety, physical activity, and nutrition;

⁵ Some of these skills may be performed by licensing managers, such as rule writing. It is important for licensing inspection staff to be knowledgeable about the rule writing process and participate in committees and other opportunities to provide ongoing feedback on the application of child care licensing regulations in the field. Additional information about the rule writing process is available in the brief *Developing and Revising Child Care Licensing Requirements* (2017), by the National Center on Early Childhood Quality Assurance, at <https://childcareta.acf.hhs.gov/resource/developing-and-revising-child-care-licensing-requirements>.

⁶ This topic should focus on the prevention, recognition, and reporting of child abuse, understanding how child abuse occurs in child care, and managing the effects of a child abuse report in a child care program.

- m. Recognition of hazards.

Source: CFOC3, [Standard 10.3.5.1: Education, Experience and Training of Licensing Inspectors](#)

Additional Training Topics

The following are some additional topics that could be important to licensors as they develop their knowledge and skills and may provide more detail than the CFOC3 topics listed above.

Suggested Training Topics	
◆ Agency policies and procedures	◆ Application of regulations and determining compliance
◆ Balanced use of authority	◆ Child care as part of the early care and education system
◆ Communicating with parents in a caring, factual and objective manner	◆ Communicating with providers in a clear and non-threatening manner, with a focus on cultural competency and sensitivity
◆ Conducting an inspection, including preparation, observation, and documentation	◆ Ethics in licensing
◆ Leadership and teambuilding	◆ Legal authority for licensing
◆ Personal safety for licensors	◆ Providing technical assistance
◆ Remaining objective and fair while applying the regulations	◆ Stress management and reducing vicarious trauma and compassion fatigue
◆ Time management	◆ Understanding resources for quality improvement in child care programs such as quality rating and improvement systems (QRIS), professional development associations, training registries, and child care resource and referral (CCR&R) agencies
◆ Understanding the environment the program is located in, cultural and ethnic needs of individuals served in the program, licensure in the context of community, and resources available for child care providers and the children/families they serve	◆ Use of technology
◆ Working with community partners such as fire and health inspectors and zoning officials	

The Role of the Licensing Manager

Licensing managers and supervisors play a critical role in ensuring that licensors receive the training needed to develop the knowledge, skills, abilities, behaviors, and other characteristics required to be effective inspectors. Adults learn best when their relationship with their manager is characterized by trust, respect, and clarity in roles and responsibilities. Experience, aided by supervisory conversations, or reflective supervision, can help licensors more readily understand and apply content (Heffron & Murch, 2010).

Licensors will face many challenges on a daily basis, and must be able to deal with a plethora of unique personalities, environments, and problems, requiring a wide range of skills to meet these challenges successfully. Licensors may also find themselves in conflicting situations and will likely be exposed to emotionally charged discussions in the course of their work (Woodward & Hurley, 2010). Reflective supervision will help create a safety net of support that is needed for this often highly stressful work.

It is often the supervisor's role to help their staff, whether new or tenured, understand the connection between training and their job tasks or goals. A process should be in place to support ongoing performance monitoring of licensing inspectors, facilitate consistency in interpretation and enforcement of regulations, and inform professional development goals and plans. A professional development plan will not only help supervisors make the connection between training and the knowledge and experience required to meet and exceed job expectations, it can also be a helpful response and remedial resource to improve a licensor's performance when a need is identified.

The licensor's supervisor or manager creates the professional development plan with the licensor's input, while keeping performance needs, as well as the agency's needs in mind. While initial training activities may be prescribed by the agency for new staff, it is helpful for tenured staff to complete a self-assessment of their competencies and identify any areas they feel need development. Supervisors or managers should provide regular feedback on performance and update the plan at least annually to document progress and re-evaluate professional development needs.

Methods of Training Delivery

Employing a range of training delivery methods accommodates diversity in learning styles and varying levels of knowledge and skill. There is not a "cookie-cutter" model. While some methods of delivery are better suited for preservice training, all of the methods listed in this brief can be adapted to meet agency training goals and individual learning styles both during the initial preservice training and as part of ongoing professional development.

All training should be engaging and include opportunities for discussion, reflection, and practical exercises to help learners apply the knowledge they are gaining. This hands-on experience can be in the form of scenario exercises, simulations, role play, or mentoring and coaching. It is important that participants can clearly see how training relates to their job tasks, participants have an opportunity to practice what they learn, and that they feel safe asking questions, especially about new and challenging information and materials.

Preservice Training

Preservice training, also known as orientation, on-boarding, or initial training, is used to educate new staff on topics such as job expectations, regulatory policies, procedures, program practices, child care settings, and the needs of individuals served. Preservice training should be completed before licensors are expected to independently conduct licensing inspections. States employ a variety of strategies to accomplish this (National Center on Child Care Quality Improvement, 2014) including classroom training, distance education, practicums, shadowing and mentoring, and may utilize a combination of strategies, or a mixed delivery model.

- ◆ In **Connecticut**, new staff serve a formal 6-month probationary period; however a specified training plan is followed for the first full year of employment.
- ◆ In **Delaware**, licensing supervisors personally train new licensing staff who also shadow multiple experienced licensors to see a variety of procedures. New staff assume more active roles as they gain training and experience. Ultimately, a supervisor will observe a new licensor as he/she completes a monitoring visit independently to ensure that training is complete in all types of regulations on the specialist's caseload. It usually takes approximately 3 months from date of hire to when staff can work independently.

- ◆ **Florida** requires 3 weeks of preservice training before staff begin their duties. The State also has new staff shadow experienced staff and complete supplemental activities, including attending an administrative hearing and completing a series of topical online training courses. A summary of the Florida Licensing Counselor/Inspector Staff Training is available in [Appendix: Additional Materials from States](#).
- ◆ **Georgia's** on-boarding training process for licensing staff was developed through collaboration between the child care services division and the Department of Early Care and Learning's human resource division. On-boarding consists of 3 months of intensive training that consists of a combination of in-office training and field training to review policies, best practices, and early childhood and development practices. Licensing supervisors monitor the progress throughout the training period to identify any areas needing clarification. The training is delivered in four methods embedding adult learning principles: classroom based training, field based training, distance education, and job aids.

All new staff are paired with veteran staff mentors who are responsible for providing hands-on training and guidance. The supervisor determines when each staff member is ready to begin independent inspections by conducting skills visits and assessments during the training process. The consultant is then supported by the supervisor by having biweekly meetings and quarterly conferences to discuss the consultant's progression in evaluating rules and set professional development goals. The professional practices checklist used for the skills assessment is available in [Appendix: Additional Materials from States](#).

- ◆ In **North Carolina**, new staff complete orientation and basic job skills training during the first year of employment. Staff also observe and receive training in the field from other licensing staff and supervisors on an ongoing basis.
- ◆ **Ohio** provides a 6-month training plan for newly hired licensing staff. The training consists of a combination of in-office training to review policies, best practices according to NARA, and early childhood and development practices, as well as shadowing other licensing staff during inspections. New staff are assigned a veteran staff mentor who is responsible for providing hands-on training and guidance. Licensing supervisors monitor the progress throughout the 6-month training period to identify any areas needing clarification. They determine when each staff member is ready to begin independent inspections.
- ◆ **Oklahoma** has designated staff responsible for coordinating core training for new licensing staff. Staff are first trained on FCC homes with approximately one month of training before they make their first unaccompanied visits. When they are secure in monitoring FCC homes, they are trained on monitoring centers. During their first year, staff receive training on topics such as:
 - Requirements,
 - Policies,
 - Documentation,
 - Interviewing,
 - Balance of authority,
 - Ethics,
 - Consultation,
 - Child development,
 - Early learning guidelines, and the
 - Oklahoma QRIS.

One training activity includes watching a video of a monitoring visit to see how many noncompliances are observed. New staff also accompany veteran staff from other regions in the field and complete a 4-day practicum when they work in both FCC homes and centers to better understand the field.

An outline of the Oklahoma DHS Licensing Specialist Training is available in the [Appendix: Additional Materials from States](#). A checklist of the training items that must be completed in the first year of employment is available at <http://www.naralicensing.org/assets/docs/SharedResources/oklahoma%20new%20licensing%20specialist%20training%20checklist.pdf>.

- ◆ In **Texas**, all new employees take a ten-week Basic Skills Development training (BSD) that introduces them to the essential skills and knowledge required to perform their job duties. A description of the Texas Child Care Licensing Professional Development Program is available in the [Appendix: Additional Materials from States](#).
- ◆ The **Utah** licensing agency has two training specialists who provide monthly training for all staff and onsite individual training whenever required. New licensors are trained by lead licensors and accompanied on every inspection until their training is complete, usually in 4 to 6 months. They are observed monthly for the remainder of their first year of employment.
- ◆ **Washington** was the first State to have all staff complete the NARA curriculum, and some staff have completed NARA's licensor certification. New licensors complete the NARA online curriculum as they come on board. Training specific to the state agency is also available in an online format. The State is currently developing a mentoring model for new licensors, which will include 12–15 teaching steps for each identified core competency and mentors for each staff member in training.

Classroom Training

Classroom training allows for one-on-one interaction with the instructor and lets participants ask questions and obtain clarification. It also allows participants to interact and share information and ideas with their peers and to engage in group and hands-on activities. Classroom training also affords the opportunity for participants to engage in role playing. Research supports role play as one of the most effective strategies in training. Role playing helps licensors practice potential responses to a variety of scenarios such as discussing results with an administrator, answering questions by administrators, dealing with conflict, and delivering highly negative results.

Classroom training is particularly useful for new staff since it helps trainers ensure participants have grasped all of the required preservice training concepts before they are expected to complete their job duties independently.

Distance Education

Distance education is useful because it allows the agency to provide training at any time for any size group. It can save time and money by reducing travel time and costs. Distance education can be in the form of online training programs through a learning management system, live or recorded webinars, or online lectures with online group discussion.

Georgia includes distance education on the following topics as a part of their on-boarding process:

- ◆ Practice rule interpretation using guidance manual and case studies.
- ◆ Self-study rule search activities.
- ◆ Practice writing citations and plans of improvement independent activities.
- ◆ CCDF Health and safety orientation online course.
- ◆ Child abuse and neglect online course.

- ◆ Transportation safety online course.
- ◆ Integrity and security online course.

Practicums

Practicums are courses of study designed to provide first hand observation of child care programs in a non-regulatory role. Suggested practicums involve observing and participating in the daily activities for approximately 3 to 5 days in order for the licensor to become familiar with the day-to-day operations of a facility. Such practicums provide a realistic understanding of what happens in a child care program and are particularly helpful if the licensor has little or no experience with the facility type.

Practicums should be structured to ensure the individual gains experience with the different program types (such as, FCC homes, centers, license-exempt providers, school-age programs, or summer camps), ages of children and programmatic services they are likely to encounter when regulating programs on their own. Licensing agencies should discuss the practicum experience with their legal team, and outline participation criteria, roles and responsibilities for the licensor, supervisor, and child care provider, and prepare written agreements for all parties.

It is important that facility operators help plan practicums so that licensors get to spend time with different age groups of children, and work with people who hold various positions in the program providing an opportunity to understand the purpose and job tasks associated with each position. Licensing supervisors should spend time talking to participating individuals prior to and as they are working through their practicum experiences.

- ◆ **Oklahoma** uses a practicum agreement that explains what the licensor can and cannot do during the practicum placement.

Shadowing/Observing

Job shadowing/observing involves a new staff person following and observing another experienced and competent licensing staff while the experienced staff complete their job duties. It is important for the job shadowing experience to provide the new licensor with the opportunity to observe all of the desired duties performed properly and in compliance with the agency's procedures. This can be accomplished by matching the new staff with one or with a variety of experienced staff. The experienced staff should be prepared and briefed on what is expected of them while being shadowed. Preparing a checklist for the experienced staff and new staff to use during shadowing helps ensure new staff observe key activities such as preparing for an inspection, conducting the inspection, documenting observations, sharing inspection results, and following up on deficiencies.

Job shadowing is particularly useful in helping new staff understand how to complete tasks that are more effectively learned through observation. It also allows the participant to see the nuances of the job and the necessary interpersonal interactions that are difficult to explain verbally. The more experienced staff should model:

- ◆ Interacting during an inspection (such as, introducing the purpose of the inspection and how the inspection will be conducted, honoring the routines of caregiver's and children, and limiting interruptions);
- ◆ Gathering information to determine compliance (for example, observing for indoor and outdoor hazards, meal/food preparation and service, field trips, and transportation; talking with caregivers; and reviewing records); and
- ◆ Providing technical assistance.

Mentoring

Mentoring programs allow newer staff members to work alongside and collaborate with a more experienced and competent staff member or peer, who can help guide them in the beginning of their careers or throughout. Mentoring programs can help ensure that newer staff members are supported when their supervisors are not present, help new staff build the necessary competencies, and help to reduce turnover. As with shadowing/observing, the experienced staff should be trained on effective mentoring practices, and briefed on what is expected of them while mentoring others. This additional training will help ensure that new specialists are provided with appropriate opportunities to grow within the mentor/mentee relationship.

- ◆ **Vermont** has an intensive 4-6 month mentoring process for new licensing field specialists where experienced field specialists are assigned as mentors to new employees. The mentors work with the new staff on a daily basis, showing them how to do the work in a step-by-step fashion. Initially, the new field specialists are observers. As knowledge builds, the new field specialists shift into a practicing mode and begin doing the work alongside the mentors. In the next phase, and as competence builds, the mentors shadow the new field specialists as they do the work. Licensing supervisors provide supervision and training throughout this process, and observe the new staff leading licensing visits. The mentoring relationship ends when new field specialists demonstrate a solid knowledge of protocols/practices and consistent regulation.

Mixed Models of Delivery

Using a mixed delivery model allows training participants to receive information in different formats, such as independent reading with an online or classroom group discussion, or training that is partially online and partially in the classroom. Participants can learn during times that are appropriate and convenient for them and during which they can process information at their own pace. Then at a scheduled time they have the opportunity to interact with other staff or an instructor. This can cut down on costs and travel, while still ensuring there is one-on-one discussion and the opportunity to have in-person question and answer sessions. This mixed delivery model allows the in-person training to focus on topics that are more difficult to understand and offer hands-on practice sessions.

- ◆ **California** provides ongoing training via webinars and through in-person and classroom-type venues.
- ◆ **Oklahoma** staff watch a video of a walk through at a child care facility and try to identify potential noncompliances.

Ongoing Professional Development

Many professions require ongoing, annual, or multi-year training to keep current on changing industry conditions, and the latest in research and best practices. A progression of ongoing professional development continues throughout the course of licensors' employment and ensures that they remain current on agency updates and continue to develop their skills and abilities.

Managers and frontline staff should have frequent discussions around professional development goals from an agency perspective, and have a common understanding about the importance of training as part of a continuous quality improvement program. Agency leaders and managers can help ensure training receives the appropriate attention, resources, and priority needed to support all licensing staff.

In-service training can be delivered in small groups, regional meetings, at statewide conferences, or by satellite. Reviewing quality assurance and monitoring data and noting inconsistencies in violations cited, length of time for inspections, and discrepancies in regulatory or enforcement practices can help a supervisor determine appropriate performance related training topics for individual staff.

Professional development opportunities may also include participation in national, state, and local conferences as well as credentialing and certification programs, or the completion of a degree(s) in early childhood care and

education. A professional development plan should also list other activities an individual is doing to grow professionally, such as membership and participation in professional organizations as well as mentoring or coaching activities.

- ◆ **Delaware's** licensing specialists are required to obtain at least 18 clock hours of training annually. This is the same for full-time center providers. Often trainings are offered at all-staff meetings. Licensing staff may also request funding to attend other trainings. Licensing staff usually greatly exceed the required training hours.
- ◆ **Georgia** conducts training on consistency at division meetings held at least quarterly and bimonthly regional/unit staff meetings. Webinars for staff are recorded so that topics can be revisited. In addition, staff are sent an online survey to provide feedback about the webinar and request information about or training on a specific topic. In addition, ongoing professional development includes 100% review of all newly hired staff for a period of six months to a year, monthly quality assurance reviews of inspections, field observation by supervisors, and quarterly conferences.

Professional development days are protected times for licensing staff to step away from their day to day responsibilities and focus on areas that assist with opportunities for growth in their careers. These days can consist of trainings related to inspections, refresher trainings on rules, business policies, improving practice, managing difficult people, team building, cultural sensitivity, and other topics related to licensing and early childhood education. Professional development days are also geared towards a continuum of learning to improve the quality of child care programs. Topics related to quality improvement such as Georgia's QRIS, positive behavior intervention approaches, and coaching/mentoring practices are discussed to strengthen licensing's understanding of quality environments for children.

- ◆ **North Carolina's** four regional licensing managers conduct audits of case files, checking for citations of violations and appropriate technical assistance. Inconsistencies found within their regions are discussed at monthly managers' meetings as well as at supervisory meetings with the teams of six to eight licensing consultants. If the managers determine that more formal training is needed regarding the issue, training is provided at regional staff meetings, which are conducted two to three times per year. Managers also email their colleagues when there is a difficult situation to determine how others handled similar situations in different areas of the State.
- ◆ **Oklahoma** and **Florida** host annual statewide licensing conferences that provide relevant training for all licensing staff as well as partner agencies.
- ◆ **Vermont's** ongoing professional development activities include a combination of trainings (both in-person trainings as well as GoToMeeting trainings), review of staff work product for quality assurance, staff meetings to review protocols/practices and provide training, and use of supervision to discuss application of skills and knowledge. The State uses the NARA Online Curriculum for Regulators, local content experts for trainings, and other activities.

Experienced staff can also learn new skills and approaches through observation of one another.

- ◆ In **Georgia**, coordinators conduct joint visits with field staff throughout the year. The purpose of these visits is to evaluate staff on the following:
 - Professional practice;
 - Consistent and accurate evaluation and application of rules and regulations;
 - Principles of documentation; and
 - The exit conference during the inspection.

Coaching

Coaching programs provide opportunities for licensing staff to be advised by experts and leaders in the field of early care and education, grow in their professional knowledge, gain specific new skills, and create new leaders within the licensing program. Coaches can act as sounding boards when staff face new or difficult situations. Like mentoring, coaching helps staff build the necessary competencies and also helps reduce turnover. When possible, a coach should not be the person's supervisor or peer. This facilitates an open relationship without fear of consequences on performance evaluations. As with mentoring, coaches should be properly prepared in their role and responsibilities as a coach. A coaching agreement helps in clarifying this for the coach and the person being coached.

Common Reading Groups

Choosing reading materials for a group of staff members to read, such as journal articles, news articles, books or other written materials about topics relevant to the licensors' roles, is a useful professional development strategy. In order to have an in-depth discussion, longer materials should be broken into sections for each meeting. The group facilitator should select reading materials that will help staff develop a specific competency, such as leadership, teamwork, regulatory ethics, cultural competency, or child growth and development. The group facilitator assigns specific reading selections and then facilitates a group discussion. It is helpful for the facilitator to give each participant a guide with specific questions or concepts to consider while reading the material, which will enhance the learning process and spark ideas for the group discussion. The discussions should allow individuals to reflect on the material as it relates to their jobs. The discussions should be a way for the group to enhance their understanding of the material in order to grow professionally. Sample questions to present to the group include the following:

- ◆ What are the issues underlying the current challenge?
- ◆ What does this mean for us?
- ◆ What did you find new or refreshing?
- ◆ What similarities or differences do you find compared to our work environment?
- ◆ What have we learned so far?
- ◆ What more do we need to know or further explore?
- ◆ What patterns did you see among similar events?

See the list of [suggested books](#) for use in reading groups at the end of this brief.

Shared Inquiry

Shared inquiry is a professional development technique that involves learning about a specific topic and discussing answers to proposed questions with a group of peers (Great Books Foundation, 2017). Similar to the format used in many book clubs, a discussion leader selects the subject matter or reading material and provides questions to engage the group members in thought, encourage them to explore new ideas, and stimulate conversation on the subject. For example, the leader may select an article about ethics in regulation for a group of licensing staff. The discussion leader may pose questions to the group about its applicability to child care regulation, their roles as licensors, and how personal beliefs and experiences may influence their enforcement decisions. Group members respond to questions, listen to and consider each other's perspective, and gain new insights from the experience.

Communities of Practice

Communities of practice involve a group of staff members meeting on a regular basis to help each other and share information relating to common situations they encounter in their roles as licensors. The community may be within a local agency or include individuals with the same position across the State. If necessary, due to distance, meetings may be held virtually, instead of in person. Communities of practice are an excellent method for addressing issues related to inconsistency in interpretation and enforcement and building consistency and agreement on policy interpretation across unit, regional and county lines.

Job Aids

A job aid is a resource that provides guidance and support to staff members, at the time it is needed, to help them complete their job duties. Job aids are particularly useful for new staff members who have not yet committed all of the routine procedures to memory. They help support staff learning and promote the staff members' competencies. Licensors should be able to explain the rationale for each licensing requirement and provide consultation on how other programs have been able to meet the requirement. Many states provide interpretive guides to help licensors understand the purpose of licensing requirements and the methods they should use to assess facilities' compliance with the requirements.⁷ Examples of other useful job aids for licensors are, computer application technical assistance guides, procedural documents, and technical assistance resources (National Center on Child Care Quality Improvement, 2014).

Credentials and Certification

As part of the professional development plan, obtaining certification or a credential in a discipline relating to the licensor's position and the population served by the licensor, such as family child care, child development, early care and education, playground safety or health care consultation, can further develop desired competencies. While there is often a cost associated with obtaining certification or credentials, pursuing certification or a credential, can increase both licensing agencies' and licensors' knowledge base and credibility. The National Regulatory Professional Credential in human care licensing, available through NARA, covers many of the competencies recommended for licensor professional development. Visit NARA's website at <https://nara.memberclicks.net/online-courses-credential> for additional information.

- ◆ The Texas Day Care Licensing Specialist Certification Program is a voluntary process designed to recognize professional development beyond the basic job skills required for Department of Family and Protective Services specialists and supervisors. A description of this program is available in the [Appendix: Additional Materials from States](#).

Ongoing Communication

In addition to having a professional development plan, honest and timely communication regarding changes to the licensing program's policies, procedures, or internal structure facilitates a common understanding of agency goals, engages employees, and promotes a positive attitude toward change.

Regularly scheduled staff meetings, either face to face or via satellite, provide an opportunity to ask questions and clarify understanding. Email communication, written memos, or posting information to an intra-agency or interagency webpage provides a record of the communication and can be referenced in the future as needed.

⁷ Examples of interpretive guides are provided in the ECQA Center publication, *Interpretive Guides for Child Care Licensing Regulations* (2017), available at <https://childcareta.acf.hhs.gov/resource/interpretive-guides-child-care-licensing-regulations>.

- ◆ **Georgia** engages licensing staff in ongoing professional development by written communication called Tip of the Week (TOW). TOWs are sent weekly to licensing staff to provide rule guidance, policy clarification, self-motivation ideas, and professionalism. The TOWs are designed by the Quality Improvement and Training Unit as a way to provide on-going internal technical assistance. The TOWs are typically related to hot topics in licensing and frequently asked questions by consultants.

Additionally, a child care provider version of the licensing tips is created to provide similar support to programs and provide transparency of the licensing agency. All provider tips are posted monthly on the Department's website and are cohesive to the interpretative guidelines for rules and regulations. The link to the provider tips can be found at the following link: <http://www.decal.ga.gov/CCS/Notifications.aspx>—Click on Tip of the Month tab.

Measuring the Effectiveness of Professional Development

In order to ensure an agency's professional development efforts are producing the desired results, it is important to measure the effectiveness of the professional development activities. It may also be necessary to measure the effectiveness of professional development programs in achieving learning outcomes and improving licensor practice in order to demonstrate their value to the agency and justify their continuation. Evaluation and feedback from participants is also important for ensuring all learning styles are being addressed.

- ◆ **Connecticut** embarked on a multi-year project to improve its child care licensing program and how regulations are applied in child care centers and FCC homes. The State partnered with NARA to design and administer the project. The resulting report, *Shaping the Future: Strengthening Child Care Licensing in Connecticut* (2014), provides detailed recommendations for improving inter-rater reliability, strengthening staff training programs, and changing regulatory requirements. It also includes staff feedback on training topics. The report is available at http://www.ct.gov/oec/lib/oec/licensing/nara/nara_finalreport.pdf.

Another recommended approach to measuring the effectiveness of professional development activities is the use of the Kirkpatrick Model which employs four levels of measurement (Kirkpatrick Partners, LLC, 2017):

- ◆ **Level 1: Reaction.** This type of evaluation measures how staff enjoyed the professional development activity and how relevant they feel the training is for their work. This level of evaluation is helpful to determine if the training is worthwhile in answering the question "What is in it for me?" which is important for adult learners.
- ◆ **Level 2: Learning.** This type of evaluation measures if staff learned the desirable outcomes from the professional development activity. This evaluation can be in the form of an assessment or a self-audit of acquired knowledge.
- ◆ **Level 3: Behavior.** This type of evaluation measures if the individual has applied the knowledge, skills, and abilities from the professional development activity on the job. This can be monitored by a supervisor, mentor, or coach. If staff members' behavior has not positively changed, they can receive immediate feedback and encouragement.
- ◆ **Level 4: Results.** This type of evaluation is at the organizational level and measures if the desired outcomes have influenced the overall delivery of services. This may include performance metrics tied to the professional development activity.

By using the four levels of evaluation, the organization can ensure it is receiving a return on its investment.⁸

The outcome of a robust and meaningful professional development program for licensors is safe and healthy children in all licensed child care programs. But it is also important to remember that providers, families, and policymakers will only support a program if they feel that the process is fair, consistent, and transparent. Inconsistencies among licensors can also be used to challenge enforcement actions, resulting in the continuation of unsafe care. A quality assurance program should be used to assess the effectiveness of the professional development system as well as contribute to the continuous quality improvement of the overall program.

Summary

Families need to feel confident that their children are learning and cared for in high-quality, safe, and healthy environments. They assume that a license provides some assurance that children in their care are protected from harm. Licensing programs, therefore, must assure that their licensing staff have the knowledge, skills, and abilities to help providers maintain compliance, provide quality care, and correct deficiencies related to health and safety. Every monitoring visit provides an important opportunity to share the importance of and rationale for a licensing requirement and offer strategies to both meet and maintain compliance. Child care centers and FCC homes benefit from excellent customer service, technical assistance, and resources from the licensing staff who visit their programs. They should view the licensor as a partner and a guide in ensuring the health and safety of children in care. Ongoing evaluation of each licensor's competency development is key to ensuring that any performance areas needing improvement are identified. Investing in a robust professional development program helps to ensure that each licensor is equipped with the expertise and skills necessary to be respectful, effective, and successful.

Suggested Books for Reading Groups

Allen, L. R., & Kelly, B. B. (2015). *Transforming the workforce for children birth through age 8: A unifying foundation*. Washington, DC: National Academy of Sciences.

Beloglovsky, M., & Daly, L. (2015). *Early learning theories made visible*. St. Paul, MN: Redleaf Press.

Colbert, J. (2016). *Judgment in action: The regulatory process*. Canada: Fairmeadow Press.

Elkind, D. (2015). *Giants in the nursery: A biographical history of developmentally appropriate practice*. St. Paul, MN: Redleaf Press.

Kouzes, J., & Posner, B. (2017). *The leadership challenge*. 6th ed. Hoboken: Wiley & Sons, Inc.

Lencioni, P. (2015). *The five dysfunctions of a team: A leadership fable*. San Francisco: Jossey-Bass.

Maxwell, J. (2017). *The 5 levels of leadership: Proven steps to maximize your potential*. New York: Center Street.

⁸ More information about the Kirkpatrick Model is available at <http://www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model>.

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- National Center on Early Childhood Quality Assurance. (2015). *Research brief #1: Trends in child care center licensing regulations and policies for 2014*. Retrieved from <https://childcareta.acf.hhs.gov/resource/research-brief-1-trends-child-care-center-licensing-regulations-and-policies-2014>
- Woodward, S & Hurley, D. C. (2010). *The home visitor's manual: Tools and strategies for effective interactions with family child care providers*. St. Paul, MN: Redleaf Press.

Appendix: Additional Materials from States

Florida

Florida Licensing Counselor/Inspector Staff Training Summary

Georgia

Georgia Professional Practices Checklist

Oklahoma

Oklahoma DHS Licensing Specialist Training Outline

Texas

Overview of the Texas Day Care Child Care Licensing Professional Development Program

The National Center on Early Childhood Quality Assurance (ECQA Center) supports State and community leaders and their partners in the planning and implementation of rigorous approaches to quality in all early care and education settings for children from birth to school age. The ECQA Center is funded by the U.S. Department of Health and Human Services, Administration for Children and Families.

National Center on Early Childhood Quality Assurance

9300 Lee Highway
Fairfax, VA 22031

Phone: 877-296-2250
Email: QualityAssuranceCenter@ecetta.info

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ADMINISTRATION FOR
CHILDREN & FAMILIES

Florida Licensing Counselor/Inspector Staff Training Summary

The Florida Office of Child Care Regulation implements a comprehensive professional development strategy for child care licensing counselors/inspector staff (Family Services Counselors). This Pre-service training prepares Family Services Counselors to meet the regulatory responsibilities to ensure the health and safety of children in out-of-home care. There are over 6,000 licensed child care facilities and family day care homes within the 62 counties regulated by the Child Care Regulation. The minimum requirements for a Family Services Counselor include a bachelor's degree from an accredited college or university. Pre-service training, online training and supplemental activities are completed within one-year from date of hire. Supervisors are responsible to ensure newly hired Family Services Counselors have demonstrated the knowledge necessary to ensure health and safety along with the skills necessary to complete quality inspections. Pre-service training requirements do not apply to the child care licensing staff employed by the five Florida counties that locally regulate child care licensing and enforcement.

• Pre-Service Training

✓ Instructor-Led Training

Pre-service training is offered a minimum of two times a year by the Child Care Regulation Program staff at various locations throughout the state. Pre-service training consists of three weeks of classroom training, online training courses and the completion of supplemental activities. Please see the attached *Supplemental Activity List* and *Sample Agenda*.

✓ Program Office Developed Online Training

All licensing staff must complete the following online child care training courses developed by Child Care Regulation:

- *Pre-Service Training* (5-hr)
- *Family Child Care Home Licensing Course and Child Care Licensing* (5-hr)
- *Identifying and Reporting Child Abuse and Neglect* (4-hr)
- *Child Growth and Development* (6-hr)
- *Guide to Record Keeping* (3-hr)
- *Fire Safety and Emergency Preparedness* (4-hr)
- *Playground Safety* (4-hr)
- *Transpiration Safety* (2-hr)
- *Supporting Children with Developmental Disabilities* (5-hr)

Supervisors must take:

- *Best Practices for Supervisors* course (3-hr)

✓ Externally Developed Online Training

- *How to Open a Child Care Facility* (11-minute video developed by the Florida Office of Child Care Regulation <http://occf.fl-dcf.org/>)
- *Serving Safe Food in Child Care* (4-hr online training course for State Agencies, provided by the Institute of Child Nutrition Applied Research Division, University of Southern Mississippi <http://www.nfsmi.org/Templates/TemplateDefault.aspx?qs=cEIEPTIzNiZpc01ncj10cnVI>)
- *FDC/ORA Training Curriculum for State, Local & Tribal Regulators Food Safety Inspection Officers Retail Food Curriculum* (46+hr online training course for State Agencies, provided by the U.S. Food and Drug Administration <http://www.fda.gov/ora/training/orau/state/welcome.htm>), which include the following modules:
 - Basic Food Law for State Regulators
 - Basic Inspection: Beginning an Inspection
 - Basics of Inspection: Issues and Observations
 - Overview of Microbiology

- Food borne Viruses
- Food borne Parasites
- Controlling Growth Factors
- Refrigeration & Freezing
- Control Thermal Processing
- Control by Pasteurization
- Natural Toxins
- Cleaning and Sanitizing
- Collecting Surveillance Data
- Beginning the Investigation
- Expanding the Investigation
- Final Report

✓ **Supplemental Activities**

- Shadow and experienced Licensing Counselor conducting an inspection in a Child Care Facility
- Shadow and experienced Licensing Counselor conducting an inspection in a Family Day Care Home
- Shadow and experienced Licensing Counselor conducting an inspection in a Large Family Child Care Home
- Assist an experienced Licensing Counselor in opening a new facility
- Conduct an inspection with the Supervisor or Program Office Specialist present - critique the inspection, note areas of strengths and areas that need additional skill development
- Review an inspection report that contains several citation with the Supervisor - critique the inspection, note areas of strengths and areas that need additional skill development
- Attend an Administrative (Florida Chapter 120) Hearing as an observer
- Attend Excel training if applicable (determined by Pre-service Trainer)

On-Going Professional Development and In-Service Training

- ✓ Annual Statewide Training - Child Care Licensing staff participate in a two-day Statewide Child Care Training Meeting, which provides in-service training relating to legislative changes, policy changes, and best practices related to child care regulation.
- ✓ National Certified Investigator/Inspector Training (NCIT) - Within 1-yr of hire Licensing staff are eligible to complete certification from NCIT Basic Program offered by the Council on Licensure, Enforcement, and Regulation (CLEAR). This is a series of intensive, three-day training sessions that include a final professional competency examination. After successful completion of the NCIT Basic Program, Licensing staff are eligible to complete the NCIT Advanced Program. Licensing staff from the five Florida counties that locally regulate child care licensing and enforcement are invited, but not required, to attend the NCIT Basic Program and Statewide Child Care Training Meeting.
- ✓ National Regulatory Professional Credential (NRPC) - Within 1-yr of hire Licensing staff are eligible to complete the NRPC certification offered by the National Regulatory Professional Administration (NARA). This certification is designed to recognize the competencies required of a professional in the human care licensing field.

Department of Children and Families
Child Care Regulation Pre-service Training

Desk Reference Guide - Part 1

Monday, July 25, 2016.....1:00PM - 5:00 PM

Welcome

Introduction to Child Care Licensing

Chapter 1: General Information

Chapter 2: Licensing

Chapter 3: Registration

Chapter 4: Inspections

Tuesday, July 26, 2016....8:00AM - 5:00 PM

Chapter 6: Background Screening

Chapter 7: Capacity

Lunch (Noon-1:00PM)

Chapter 8: Child Abuse and Neglect

Chapter 9: Complaints

Wednesday July 27, 2016..... 8:00AM – 5:00PM

Chapter 10: Credentials

Chapter 11: Emergency Management

Appendix B: Guide to the Inspection
General Requirements

Lunch (Noon – 1:00)

Appendix B: Guide to the Inspection
Physical Environment

Thursday, July 28, 2016.....8:00AM – 5:00PM

Appendix B: Guide to the Inspection
Training

Appendix B: Guide to the Inspection
Health Requirements

Lunch (Noon – 1:00)

Appendix B: Guide to the Inspection
Food and Nutrition

Appendix B: Guide to the Inspection
Record Keeping

Appendix B: Guide to the Inspection
Enforcement

Friday July 29, 2016..... 8:00AM – NOON

Water Safety

Wrap-up and Evaluations

Homework

Keep all travel forms and receipts
Continue to work on the Supplemental Activity Sheet

Part 2 (DRG Training)– Big Bend Community Based Care,
Leon Human Service Center, 1000 W. Tharpe Street
Begins: Monday, August 8, 2016 at 1:00 PM
Ends: Friday, August 12, 2016 at 12:00 PM

Part 3 (Systems Training)– Department of Children and Families
1317 Winewood Blvd Bldg. 2, Rm 111 (Computer Lab)
Begins: Monday, August 29, 2016 at 1:00 PM
Ends: Friday, September 2, 2016 at 12:00 PM

(Drive safely!)

Supplemental Activity List

These should be completed as part of the Child Care Desk Reference/Pre-service Training.

	Date Completed	Initials - Licensing Rep.	Initials – Supervisor
1. Print a copy of the current Statutes that regulate child care. s. 402.26 through 402.319, F.S.			
2. Print a copy of the current Rules that regulate child care. 65C-22, F.A.C. (facilities) 65C-20, F.A.C. (homes) 65C-25, F.A.C. (mildly ill)			
3. Print a copy of the current Statutes that regulate Background Screening Chapter 435, F.S.			
4. Review all of the current policies in the Child Care Resource and Information Network. Print a copy, if appropriate, for reference.			
5. Print a current copy of the Administrative Procedures Act – Licensing Section/Chapter 120.60, F.S.			
6. Complete the online training course Child Care Pre-Service Training course accessed through our master log-in for the child care system			
7. Complete the online training course for Family Day Care Homes Licensing course accessed through our master log-in for the child care system.			
8. Complete the online training course for Child Abuse and Neglect accessed through the public website.			
9. Complete the online training course for Child Growth and Development, accessed through the public website.			
10. Complete the online training course Guide to Record Keeping, accessed through the public website.			
11. Complete the online training course Fire Safety & Emergency Preparedness, accessed through the public website.			
12. Complete the online training course Playground Safety accessed through the public website.			
13. Complete the online training course Transportation Safety accessed through the public website.			
14. Complete the online training course Supporting Children with Developmental Disabilities, accessed through the public website.			
15. Complete the online course "Serving Safe Food in Child Care." This course can be accessed at the following web address: http://www.nfsmi.org/Templates/TemplateDefault.aspx?qs=cEIEPTIzNiZpc01ncj10cnVI			
16. Complete the online FDA Food Inspector training. To access the training go to http://www.fda.gov/ora/training/orau/state/welcome.htm , click Register for Online Courses (free for FDA, state, local & tribal regulators), go to "Get Started" and complete steps one through three. Once you are registered, you will receive an email with your user ID information. Remember this may take up to five days to receive.**			
17. Watch the "How to Open Child Care Facility" Video, accessed through the Department's website, www.myflorida.com/childcare			
18. Shadow an experienced Licensing Counselor conducting an inspection in a Child Care Facility.			
19. Shadow an experienced Licensing Counselor conducting an inspection in a Family Day Care Home.			
20. Shadow an experienced Licensing Counselor conducting an inspection in a Large Family Child Care Home.			
21. Assist an experienced Licensing Counselor in opening a new facility, (not a change of ownership.)			
22. Conduct an inspection with your supervisor or PA Specialist present. Critique the inspection with them, noting areas of strength and areas that need additional skill development.			

23. Review an inspection report that contains several citations with your supervisor. Critique the report with them, noting areas of strength and areas that need additional skill development.			
24. Attend a Chapter 120 Administrative Hearing as an observer.			
25. Attend Excel training- if applicable(determined by trainer)			
<p>Hint: You will find these on our Child Care Information web site: www.myflfamilies.com/childcare or directly from other state web resources: www.flsenate.gov/Statutes http://fac.dos.state.fl.us. To access the food safety training for activity #16 go to: http://www.fda.gov/ora/training/orau/state/welcome.htm</p>			

**** Activity #16 Courses:**

1. Basic Food Law for State Regulators
2. Basic Inspection: Beginning an Inspection
3. Basics of Inspection: Issues and Observations
4. Overview of Microbiology
5. Food borne Viruses
6. Food borne Parasites
7. Controlling Growth Factors
8. Refrigeration & Freezing
9. Control Thermal Processing
10. Control by Pasteurization
11. Natural Toxins
12. Cleaning and Sanitizing
13. Collecting Surveillance Data
14. Beginning the Investigation
15. Expanding the Investigation
16. Final Report

APPENDIX - GEORGIA

GEORGIA PROFESSIONAL PRACTICES CHECKLIST
CHILD CARE SECTION

Consultant

Manager/Coordinator/Mentor

Date

I. Type of Visit

- Child Care Learning Center
- Family Child Care Learning Home
- Complaint

Monitoring Visit

- Licensing Visit
- Informal

Preparation and Planning

1. Consultant reviewed history in advance.
2. Consultant had correct forms/resource materials for visit.
3. Visit was scheduled according to policy.
4. Visit prepped in KOALA.

Yes	No	Partially	Comments

II. On-Site Visit

1. The purpose of visit explained upon arrival with person in charge.
2. Introduced self to staff persons in each room upon entry into room. Name badge was worn at all times.
3. All core rules were evaluated and previous citations followed up on.
4. Consultant's assessment of degree of compliance/noncompliance was accurate.
5. Consultant pursued problem areas in sufficient detail and provided technical assistance.
6. Acquired information in positive manner; put provider at ease. Acted professional and respectful to staff and director during visit.
7. All information marked non-compliant was justified and supported with detailed citations.
8. Report form was complete and accurate.

III. Exit Interview

1. Exit interview was conducted with provider according to policy.
2. All deficiencies were discussed and provider's input was included in the plan of improvement.
3. Communicated findings in clear, precise manner.
4. Reasonable time frames for correction of deficiencies were mutually established and noted on proper form.
5. When indicated, consultant provided appropriate technical assistance and resource material.
6. Obtained Director's signature and left copy with program.

MEET STANDARDS

NEEDS IMPROVEMENT

Rules and Regulations

Policies and Procedures

Skills:

Planning

Organizing

Inspecting

Evaluating

Decision Making

Communicating:

Oral

Listening

Written

Interpersonal relationships

Motivation

Follow through

VI. Performance Improvement Goals:

Conference Date:

Copy of Assessment given to Consultant Date:

Next Conference

Date:

Comments:

Oklahoma DHS Licensing Specialist Training Outline

All Oklahoma DHS personnel attend a mandatory one day on-boarding training that reviews the functions of the entire agency. This is mandatory within the first thirty days of employment.

Core new worker trainings are offered on a frequent rotating basis so licensing specialist may be enrolled by their Supervisor at varying dates to best fit with learning and training differences of individual staff. Each class in six hours of contact, these include:

New licensing staff

Division Overview: Power point is used with resources from programs and services with CCS.

- Staff attend a one day training at state office where different representatives from varying operations within Child Care Services come in and discuss what their particular function is and how this relates to field licensing staff.

Other core training for new staff include:**Family Child Care Home Requirements Review**

Power-point to review on projector and handout, various handouts: Compliance posting and compliance file, DEQ letter, "Understanding the Licensing Process", Quality Child Care, CT immunization email, Office of Background Investigations (OBI) handouts.

- Activity throughout the training of serious non-compliances.
- Activity of qualities of an effective licensing specialist
- Child staff ratio for FCCH practice (pairs, single, or group depending on size)
- Child staff ratio for LFCCH practice
- LRO comes in to cover fingerprinting
- Video-Air bag car seat/seat belt safety

Child Care Center Requirements Review

Power-point to review on projector and handout, various handouts: Compliance posting and compliance file, Supervision handout

- Activity throughout the training of serious non-compliances
- Activity Qualifications Responsibilities:
- Child staff ratio practice (pairs, single, or group depending on size)
- Activity Equipment Inventory
- Video- Outdoor playground requirements
- Activity Program & Rest Requirements- Infants-Toddlers-Twos, Preschool, School-age, disabilities (pairs, single depending on group size)

Documentation Overview

Power-point to review on projector and as a handout: various handouts

- Activity watch video of office-list what going on
- Activity top 10 "p"s documentation
- Activity Basket: divide in groups (short, longer, all senses and longer)
- Activity 4 styles of documentation-picture and example, divide in pairs, list why-danger
- Activity documentation examples: pairs list style and re-write
- Activity watch documentation video-list NC

Policy Overview

Power-point to review on projector and as a handout, various handouts: exemptions, ownership proof chart, fire alarm law and letter. Complete copy of policy staff can tab.

- Pull up policy and review on internet and intranet
- Activity table of contents do a best guess policy hunt: single
- Activity child care center Permit or Issuance- pairs
- Activity family child care home Permit or Issuance- pairs
- Activity policy tool belt: select tool from belt for NC programs policy section, list what it is and what means to you. Do in pairs.

Complaint Overview

Power-point to review on projector and as a handout, various handouts: NARA Principles to Guide Licensing Investigation, Listening, telephone skills, specifics of the complaint, key words, 6 pieces of the investigation.

- Activity NARA handout: pairs
- Activity Audio Complaint
- Activity Complaint Scenarios- develop plan: pairs
- Activity child welfare and child care services quiz: multiple choice
- Activity Risk Level
- Activity Pieces of investigation- Divide of six parts for pairs, come back and tell about their piece.
- Use the audio complaint and provide examples of all pieces of this how it would look: Licensing Complaint 12E, Report Summary 81E, Complaint Overview, generic letter for Notice to Comply for compliant investigation, Summary of Facts,

Child care services systems training:

- Live use of CCS computer systems and surface pro use for monitoring of child care programs.

- Resource book of business practices for CCMASS program and operation.

Family child care home stars requirements

- Reviews policy and Quality Rating and Improvement System criteria.

Child care center stars requirements

- Reviews policy and Quality Rating and Improvement System criteria.

As part of the new licensing staff training, a checklist form is used by supervisors as guidance and assistance for more consistency in training. (This is the form which is attached to this email)

The following courses are offered periodically throughout the year for all new staff and is offered for veteran staff as needed.

Balance of Authority and Ethics-Review of condensed Balance of Authority and Ethics NARA training (6 hours)

Partner Overview- Reviews of services offered through contracted partners (Resource and Referral, Scholars for Excellence in Child Care and Center for Early Childhood Professional Development (6 hours)

Basic Interviewing Techniques-Interview strategies and techniques for adult and child interviews (12 hours)

All new licensing staff also are required to complete a practicum experience. This includes two full days in a center based program and one full day in a home based program. Licensing staff are to work in the program during this time and participate in all activities of the program though they are considered on the job for child care services. This allows personnel to see the programs from a different perspective as well as allowing the programs to view licensing in a different light.

Veteran Licensing staff

Must obtain 40 hours annually of job related training.

- In previous years, a statewide training was held for all division staff which presented training opportunities for some of this job related trainings, though this year we were not able to provide this due to agency budget cuts.

- As policy and requirements are changed, training is brought to the licensing staff to clarify these as well as implementation guidelines. A blend of onsite trainings and pre-recorded Lync trainings were used for the first time this year with very positive feedback from personnel.

Training is provided to supervisory groups on an as needed basis. This often is the result of annual quality assurance reviews with training topical to specific needs of the group.

Overview of the Texas Day Care Child Care Licensing Professional Development Program

Child Care Licensing Division (CCL) is a regulatory division of the **Texas Department of Family and Protective Services** in charge of regulating all childcare operations and child-placing agencies to protect the health, safety, and well-being of children in care. Child Care Licensing Division employs about 600 employees throughout the state with field workers comprising of inspectors and investigators. When hired, all new employees to the Child Care Licensing take a ten-week Basic Skills Development training (BSD) that introduces them to the essential skills and knowledge required to perform their job duties successfully and confidently.

Our efforts to update our BSD course began as an employee retention initiative. We ended up revolutionizing our professional development program to meet the needs of the 21st century learner. Our mobile workforce now uses the technology of our tablets, iPhones and learning management system in a virtual learning environment. Supervisors, mentors and training specialists work together to create collaborative and peer-learning experiences. The structured ten week basic skills development course uses a blended learning model that includes, web based assignments, on the job mentoring and four weeks of classroom learning. After the basic course new employees take additional courses for certification and advancement.

The Pre-classroom section of the course begins at least 30 days prior to the first week of classroom instruction. There are six topics in this section:

- Topic 1. An Introduction to Child Care Licensing
- Topic 2. Knowing Your Audience
- Topic 3. Texas Children in Regulated Care (includes Child Development)
- Topic 4. Job Responsibilities and Expectations
- Topic 5. Job Tools
- Topic 6. Preparing for the Classroom Phase of CCL BSD

The Classroom portion of the course is ten weeks.

The supervisor should monitor their worker's progress in-between BSD weeks to ensure they are successfully completing the required OJT activities. At times, there are specific requirements such as: Observe an application inspection or take the lead on a non-abuse investigation. There have been situations where one area does not have any standards investigations or applications, so it is the supervisor's responsibility to look outside of the area (different regions or districts) to find a worker who can assist in taking out the new person.

Keep the BSD instructor up to date with any issues or concerns that arise during this BSD process. The Pre-BSD material, BSD training, and post BSD training are a team effort. The trainer, supervisor and new hire will work together to produce the most capable inspector, generalist or CCI possible. Communication between all three is imperative for a successful training outcome.

Week 1 - Classroom Minimum Standards

- **Overview:** This week will build on minimum standard rules introduction which was briefly touched during pre-classroom and focus on an instructor-led review of the minimum standard rule chapters specific to the operations participants will be responsible for regulating.

Objectives: Following completion of this week, participants will:

- be familiar with the development process of law, rule, and policy
- be able to identify and locate standards in the minimum standards
- be able to explain the intent for various standards
- be able to identify the differences and similarities between the standards for different types of operations
- be able to apply minimum standards on the job
- recognize the need for fair application of standards
- be able to use critical thinking as a regulatory employee

Participants will need to bring the following to class:

- Week 1 Participant Manual
- Copies of TAC Chapters for **DC** (744, 746, 747) and **RC** (748, 749 and 750)
- Pen or pencil and highlighter
- Tablet

Week 2 - Field Minimum Standards Review

- **Overview:** This week, focus on building students level of knowledge and comfort identifying and applying minimum standards to their observations in the field. This week the students will practice choosing the most appropriate minimum standard to apply and evaluate and complete the *Find the Deficiencies* Assignments listed for this week.

Week 3 - Field Routine Monitoring Preview

- **Overview:** This week, students should prepare for next week's class by reviewing routine monitoring tasks. They should complete the assignments for the week, on-the-job task of observing a monitoring inspection. Please make sure your employees print their participant manual for week 4 and pack all of the materials listed to bring with them to class next week.

Week 4 Routine Monitoring

- **Overview:** This week will focus on all things routine monitoring. Students will be reviewing routine monitoring tasks and the policies and procedures specific to each.

Objectives: Following completion of this week students will:

- understand the differences between inspection types and when to use each
- be able to plan, prepare and conduct inspections according to policies and procedures
- understand when and where to document inspections and monitoring tasks

Overview of DCL Professional Development Program

- understand how enforcement recommendations are generated and how to use them
- be able to reasonably monitor and evaluate operations based on risk
- understand when and how to provide technical assistance including Provider Plans of Action
- be able to apply communication skills to communicate inspection results and other regulatory information
- understand differences between waivers and variances, including how to assess requests and write and evaluate conditions
- understand their responsibilities related to background checks
- know where to find policies, procedures and forms related to monitoring tasks

Week 5 Field Routine Monitoring Review

- **Overview:** This week's assignments build on the knowledge and skills students learned last week in class. Students will put their knowledge and skills into practice as they take the lead on a monitoring inspection. Either a skilled worker or mentor will accompany the students on their lead to ensure they are comfortable.

Week 6 Field Investigation Preview

- **Overview:** Now that students have reviewed routine monitoring tasks, they will move on to investigations this week.. They will learn about preparing, conducting and documenting investigation from the LPPH and complete their investigation observation, Please make sure the students print their participant manual and pack all of the materials listed for week 7 classroom.

Week 7 Classroom Investigation

- **Overview:** This week students will build on the baseline knowledge of investigation and introduce skills and procedures through classroom discussion and hands-on practice.

Objectives: Following completion of this week students will:

- be able to distinguish between abuse and neglect and non-abuse and neglect investigations
- understand how intake reports are classified by priority and progressed to investigations
- be able to apply critical thinking skills using the S.T.O.P. philosophy to assess risk
- know how to plan, prepare for, and complete investigations
- be able to document investigations in CLASS and CLASSMate
- be able to apply communication skills to obtain investigation details and report results
- be able to recognize worker safety issues and respond appropriately

Week 8 Field Investigation Review

- **Overview:** This week's assignments put student's skills into practice as students take the lead on an investigation inspection. Please make sure that skilled workers, mentors and trainers are available to help guide students through their lead investigation inspection.

Week 9 Field Applications, Voluntary and Remedial Actions Preview

- **Overview:** This week students will prepare to learn about the application process and voluntary and remedial actions. The students will be introduced to controlling person and administrative penalties. Remember to students to print their week 10 participant manual before they travel to class.

Week 10 Classroom Applications, Voluntary and Remedial Actions and Course Review

- **Overview:** The students will review and discuss processing applications and voluntary and remedial actions this week. Students will have an opportunity to ask their trainer any course related questions at the end of the week before they take their final exam.

Objectives: Following completion of this week students will:

- know how to determine whether an operation is subject to regulation
- be able to review an application for completeness
- be able to enter an application in CLASS
- be able to decide whether to deny or issue a full permit
- know how to measure a facility
- be able to distinguish voluntary actions and remedial actions
- be able to identify the types of remedial actions and when each may be implemented
- know how to write corrective action conditions

Day Care Licensing Certification Program

Certification is a voluntary process designed to recognize professional development beyond the basic job skills required for DFPS Specialists and Supervisors in Texas. Staffers are highly encouraged to seek certification as certification strengthens staff credibility because those certified have met requirements for work-related training, experience, and performance. Certification differs from social work licensure—some requirements are specific to DFPS Specialists and Supervisors and only DFPS Specialists and Supervisors are eligible to apply.

There are three levels of specialist certification: Specialist, Advanced Specialist, and Senior Advanced Specialist. All levels must meet specific requirements for experience, training, and performance within APS, CBCU, CCL, CPS, RCCL, or SWI. Supervisors must meet specific requirements for experience, training and performance to be eligible for certification.

The certification plan for Day Care Inspector Specialist Requirements

To advance from a CCL Inspector Specialist I to a CCL Inspector Specialist IV, you must be a CCL Inspector I for at least 9 months.

Category	Training/Course	FY 16
Agency Required	Course below must be renewed Annually	
	HHSC Computer Usage and Information Security	√
	Course below must be renewed every two years	
	Civil Rights	√
	Workplace Violence Awareness	√

Overview of DCL Professional Development Program

HHSC Ethics for Contracting and Procurement Personnel ✓

Course below must be completed once

Community Engagement 1 - Introduction ✓

Community Engagement 2 – Donation Policy ✓

DFPS New Employee Orientation --OR--
HHS New Employee Orientation (CAPPS) ✓

DFPS Subpoena Policy & Procedures Training ✓

DFPS Communicating in a High Stakes Environment ✓

Programmatic DCL BSD ✓

CCL Ethics ✓

The certification plan for day care investigators include the same agency required courses, the licensing representative courses and Child Care Investigator BSD (two additional weeks)