# Table of Contents

## Child Care Resource & Referral
- Introduction........................................................................................................ 4

## CCR&R State Network
- Network Structure and Contact Information.................................................. 5

## Training & Professional Development
- Introduction........................................................................................................ 6

## Participant Policies
- Equal Opportunity.............................................................................................. 7
- Registration for Training.................................................................................... 7
- Fee Collection..................................................................................................... 7
- Enrollment Deadline.......................................................................................... 7
- Refund of Enrollment Fee................................................................................... 7
- Professional Behavior......................................................................................... 7
- Visitors................................................................................................................ 8
- Adult Learning Only............................................................................................ 8
- Attendance.......................................................................................................... 8
- Late Arrival/Early Departure................................................................................ 8
- Certificates.......................................................................................................... 8
- Implementation Resources.................................................................................. 8
- Weather/Cancellation......................................................................................... 9

## Iowa Child Care Provider Training Registry
- Definition.............................................................................................................. 10
- Purpose................................................................................................................ 10
- Audience............................................................................................................. 10
- Important terms when using the Iowa Child Care Provider Training Registry.. 11

## Instructor Policies
- Instructor Approval Process................................................................................ 12
- Instructor Requirements...................................................................................... 13
- Instructor Levels................................................................................................ 14
  - Symposium Presenter....................................................................................... 14
  - Specialty Instructors...................................................................................... 14
  - Level I Instructors......................................................................................... 14
  - Level II Instructors....................................................................................... 14
  - Level III Instructors..................................................................................... 15
- Content Area Experience..................................................................................... 15
- Content Area Education...................................................................................... 15
- Adult Learning Education Requirements and Continuing Education in Adult Learning Strategies 16
- Train-the-Trainer Requirements........................................................................ 16
- Series Instructor Requirements......................................................................... 17
- Other DHS Approved Training Organizations’ Curriculum Requirements........ 17
- CCR&R Instructor Observations......................................................................... 18
- Compensation Policy........................................................................................... 18
Instructor’s New Curriculum Approval Policies

Training Approval Process ............................................................................................................. 26
Policies for Creating New Curriculum .......................................................................................... 26
Training Renewal Applications ..................................................................................................... 27

Forms .................................................................................................................................................. 27

Request for Child Care Training Approval Application Instructions (Appendix G) .................. 28
CDA Competency Standards At-A-Glance Chart ........................................................................ 31
Child Care Training Approval Application form (Appendix H) .................................................. 32
Training Instructional Plan and Content Outline form (Appendix I) ........................................... 35
Training Approval Application Score Sheet (Appendix J) .......................................................... 38

Training Event Policies

Sponsorships ..................................................................................................................................... 41
Training Event Criteria .................................................................................................................. 41
Training Event Marketing ............................................................................................................. 42
CCR&R Curricula Usage ................................................................................................................ 42
Symposium and Conference Presenters ....................................................................................... 43

Forms .................................................................................................................................................. 43

Symposium Presenter & Workshop Proposal form (Appendix K) ................................................ 44

Regional Training Specialist Policies

Annual Training Plan .................................................................................................................... 47
Iowa Child Care Provider Training Registry ................................................................................. 47
Certificates ....................................................................................................................................... 47
Additional Expectations ................................................................................................................ 47

Exceptions and Appeals to Policy

Exceptions Procedure .................................................................................................................... 48
Appeals Procedure ........................................................................................................................ 48

Helpful Websites

Child Development Associate (CDA) Credential .......................................................................... 49
Iowa DHS Tools, Trainings and Resources ..................................................................................... 49
Iowa Child Care Provider Training Registry ................................................................................ 49
Iowa Early Learning Standards ...................................................................................................... 49
NAEYC Code of Ethical Conduct Supplement for Early Childhood Adult Educators ............... 49
National Association for the Education of Young Children (NAEYC) Code of Ethics ............... 49
Responding to Linguistic & Cultural Diversity Recommendations for Effective Early Childhood Education .................................................................................................................................. 49
West Ed ............................................................................................................................................. 49
Introduction to CCR&R

Child Care Resource & Referral (CCR&R) is a program to support quality child care throughout the state of Iowa. Child Care Consultants provide on-site consultation to licensed preschools, Child Care Centers (CCC), nonregistered Child Care Home (CCH) providers and registered Child Development Home (CDH) providers. The Iowa Department of Human Services (DHS) is the regulatory agency for early childhood care and education. CCR&R supports providers in complying with state regulations. Training in a variety of topics is offered to child care providers to not only meet licensing/registration requirements but to also improve the quality of care. CCR&R facilitates many types of professional development opportunities for the adults who care for our youngest citizens.

CCR&R Agencies are community-based programs staffed by early care and education professionals that work to connect families with quality child care services. CCR&R has a free, confidential service that offers parents customized referrals to child care programs along with several educational tools to aid in their search for quality child care.

CCR&R also works to build the supply of quality child care options in communities and collects data that impact local decisions and solutions to child care needs. CCR&R collaborates with other community partners regarding child care issues in Iowa.

CCR&R is part of a larger organization, Child Care Aware of America (formerly the National Association of Child Care Resource and Referral Agencies (NACCRRA)). NACCRRA began in the mid 1970’s because of a community need for a system to assist families in finding quality child care. Visit Child Care Aware of America’s website for more information.

Our Mission: Iowa Child Care Resource & Referral provides resources, education and advocacy to support quality child care.
Region 1
CCR&R of NW Iowa
Mid-Sioux Opportunity, Inc.
418 S Marion St
Remsen, IA  51050
877-216-8481
crr@midsioux.org

Region 2
CCR&R of NE Iowa
Exceptional Persons, Inc.
3675 University Ave, PO Box 4090
Waterloo, IA  50704
800-475-0804
childcare@episervice.org

Region 3
CCR&R of SW Iowa
West Central Comm Action Agency
701 10th St, PO Box 709
Harlan, IA  51537
712-755-7381
region3ccrr@westcca.org

Region 4
CCR&R of Central Iowa
Orchard Place
808 5th Ave
Des Moines, IA  50309
800-722-7619
ccrrinfo@orchardplace.org

Region 5
CCR&R of SE Iowa
Comm Action of Eastern Iowa
500 E 59th St
Davenport, IA  52807
866-324-3236
ccrria@caeiowa.org
Quality child care has been linked to positive outcomes throughout childhood and into our adult lives by numerous studies (Pittard, Zaslow & Lavelle, 2006; North Carolina Institute for Early Childhood Professional Development, 2001). Critical to achieving quality child care is professional development (including formal education, training and consultation) of child care providers, as knowledge and skills are instrumental to quality interactions with children.

The identified goals of professional development are to:

- Increase child care provider professionalism
- Develop child care professionals’ passion for quality child care for all children
- Ensure a healthy and safe environment for all children in child care
- Help child care providers understand their influence on the quality of child care and its impact on society and children’s futures
- Help child care providers understand the impact of the child care system on communities, families, employers and businesses
- Motivate child care providers to apply principles of child development when planning curriculum rather than just doing activities with children
- Continually strive for a quality child care environment for every child
- Increase communication skills with children, families and communities
- Assist child care providers with strengthening business practices to support their career of choice

Training is one of the necessary components of professional development and should not be confused with consultation or professional development advising. CCR&R is the largest DHS approved training organization providing community-based training for child care providers in Iowa and is responsible to provide quality training opportunities that meet Iowa regulatory requirements. To this end, the CCR&R State Network has established minimum standards for CCR&R Instructor qualifications and training content for all training events provided or co-sponsored by CCR&R Agencies. These policies are designed to provide a systematic way to ensure quality, uniformity and accountability for CCR&R Agencies.

Objectives of the CCR&R State Network training policies:

- To guide instructors to develop quality training events
- To ensure that training events meet minimum quality standards
- To ensure that instructors meet minimum quality standards
- To encourage consistent and standardized training events
- CCR&R Agencies provide group training
  - Group training can be provided in a traditional face-to-face environment, in distance learning environments (i.e., webinar or online), or ‘hybrid’ learning environments utilizing both face-to-face and distance learning formats
Equal Opportunity

- CCR&R endorses the principle of equal opportunities for all people regardless of race, color, creed, marital status, national origin, sex, sexual orientation, religion, ancestry, age or non-job related handicap or disability in the educational programs or activities it operates. To receive more information or to request an accommodation, please contact a local CCR&R Agency or a Regional Training Specialist.

Registration for Training

- Effective July 1, 2011, CCR&R State Network only accepts registration for training utilizing the Iowa Child Care Provider Training Registry. This is an electronic web-based enrollment system.
- Registration and payment information is provided when registering for trainings.
- Registrations will be processed in the order received and a waiting list will be established when necessary.
- If training is cancelled or rescheduled, all registered participants will be notified via e-mail through the Iowa Child Care Provider Training Registry and registration fees will be credited in accordance with regional procedures of each CCR&R Agency.
- Providers who wish to cancel their registration shall unenroll from the training via the Iowa Child Care Provider Training Registry.

Fee Collection

- Pre-paid registration fees are required as applicable. The class summary page on the Iowa Child Care Provider Training Registry will list the fee collection details of each individual training.
- If a fee is required, the provider’s enrollment is incomplete until payment is received.
- Late registrations and payment will be accepted in accordance with regional procedures of each CCR&R Agency.
- Payment will not be accepted at the training location.
- Training credit vouchers may be available in accordance with regional procedures of each CCR&R Agency.
- Training fees are established based on the cost of the training event and regional procedures of each CCR&R Agency. Revenue from registration fees shall be used to provide incentives for attending or to provide additional sessions of approved training.

Enrollment Deadline

- Registration, including fee payment (if applicable), is required in advance for all CCR&R sponsored training events.
- Walk-ins are not allowed.
- Each person interested in attending a training must register through the Iowa Child Care Provider Training Registry before the posted enrollment deadline listed on the class summary page of the training.

Refund of Enrollment Fee

- If a training is cancelled by CCR&R or has been filled, compensation will be given depending on the conditions of the training. Otherwise, registration fees are non-refundable or transferable.

Professional Behavior

- Training participants are expected to behave in a courteous and respectful manner.
- Cell phones should be turned off or to vibrate. Texts and phone calls are prohibited during a training event.
- Electronic distractions (i.e., smartphone, laptop) should be turned off during training events, unless necessary to accommodate a special need. CCR&R requests that the participant notify the Regional Training Specialist in advance of the accommodation request so that we may ensure that we meet the needs of training participants.
There should not be side conversations taking place during training.

CCR&R Agencies reserve the right to withhold a training certificate if a participant engages in unprofessional behavior that disrupts the class.

Disruptive participants may be asked to leave the class. Such action will be at the discretion of the CCR&R Instructor, facilitator and/or CCR&R staff and may include notifying the participant’s employer. Training credit will not be given.

Visitors
- Visitors of any kind, including but not limited to children or pets, are not allowed during training events.

Adult Learning Only
- Children are not allowed at CCR&R sponsored events.
- A child age 14 - 17, who meets Iowa DHS regulations as an employee/assistant in a child care program, may attend training but should be accompanied by an adult. They are expected to adhere to all of the CCR&R Training Policies and Procedures like other participants.

Attendance
- Final attendance is verified by the official CCR&R sign-in sheet for each training.
- Providers shall complete the sign-in sheet, checking all information is correct, upon arrival.
- To receive credit, the participant must initial the CCR&R sign-in sheet in relation to their listed name.
- Attendance will be recorded on the Iowa Child Care Provider Training Registry within five business days of receiving the sign-in sheets from CCR&R Instructors.

Late Arrival / Early Departure
- Training participants will not receive a certificate for training if they arrive later than the published start time in accordance with regional procedures.
- Trainings will begin at the published start time on the Iowa Child Care Provider Training Registry.
- Participants need to plan to arrive 10 minutes early to check in, locate facilities and find a seat in the classroom.
- Participants who leave training events early will not receive credit and/or a certificate for the training.
- In the case of emergencies that result in a training event ending early (i.e., fire, tornado, etc.) the CCR&R Instructor or facilitator may contact the Regional Training Specialist to determine if credit for training should be received and if certificates should be given.

Certificates
- Certificates shall be given only to participants who followed the training policies and procedures listed.
- Certificates are to be given upon completion of the training event.
- Maintaining training certificates is the responsibility of the participant.
- Credit for training is measured in contact hours and is documented in the form of an original CCR&R certificate.
- At the completion of a series training, certificates will be mailed. If participants don’t receive the certificate 4 weeks after the completion of the series, they may contact a Regional Training Specialist.
- There is a $5 processing fee (per certificate) for lost or missing certificates.
- There is no group rate or maximum payment for the processing fee.

Implementation Resources
- Implementation resources are materials that support the curriculum, reinforce the learning process and assist learners with implementation of what was learned during the training event.
- Training event participants may receive implementation resources in accordance with regional CCR&R Agency procedures and available funding.
• CCR&R Agencies reserve the right to determine the quantity of implementation resources and process of distribution to participants.

Weather/Cancellation
• Trainings cancelled in accordance to weather or any unforeseen circumstances according to CCR&R Agency procedures.
• If training is cancelled or rescheduled, all registered participants will be notified via e-mail through the Iowa Child Care Provider Training Registry and registration fees will be credited in accordance with regional CCR&R Agency procedures.
Iowa Child Care Provider Training Registry: [https://ccmis.dhs.state.ia.us/trainingregistry](https://ccmis.dhs.state.ia.us/trainingregistry)

**Definition:** The Iowa Child Care Provider Training Registry is a web-based training approval and enrollment system sponsored by the Department of Human Services (DHS). The system stores information in one centralized location and is available to any person throughout the state to search, view, enroll and track successfully-completed trainings.

**Purpose:** The Iowa Child Care Provider Training Registry allows statewide access for approved trainings. The system tracks approved trainings which have been completed by all active child care providers. This helps DHS track professional development regulatory requirements.

**Goal of Iowa Child Care Provider Training Registry:**
- Allows child care providers the ability to search, view and enroll in approved trainings
- Allows child care providers to track their own training history
- Allows the public to view registered Child Development Home (CDH) providers or licensed Child Care Center (CCC) staff training history
- Allows training organizations to approve trainers for a training
- Promotes approved training opportunities
- Displays approved training opportunities in a centralized location
- Allows the display of certifications and accreditations

**Audience:**
- **Child care providers can:**
  - search for, view and enroll in approved trainings
  - view training history
  - evaluate trainings attended
- **Instructors can:**
  - apply to train a training
  - search for, view and enroll in approved training
  - view training history
  - evaluate trainings attended
- **Training organization staff can:**
  - create and submit trainings for DHS acceptance
  - apply to sponsor a training
  - schedule classes, series and conferences in the Iowa Child Care Provider Training Registry
  - manage enrollments, waiting lists, attendance records and evaluations
- **DHS local field staff and licensing consultants can:**
  - evaluate registered Child Development Home (CDH) providers or licensed Child Care Center (CCC) staff training history
Important terms when using the Iowa Child Care Provider Training Registry:

**Classes**: A one day/night training

**Series**: Several classes on one topic over two or more nights (examples: ChildNet 2.0, PITC of Iowa, PBIS, etc.)

**Conference**: Several trainings about a similar topic offered over one or two days (examples: See How They Grow, Iowa AEYC Annual Conference, etc.)

**Region**: The location of your local CCR&R Agency in Iowa
- Northwest Iowa is Region 1
- Northeast Iowa is Region 2
- Southwest Iowa is Region 3
- Central Iowa is Region 4
- Southeast Iowa is Region 5

For a complete list of approved trainings go to the Iowa Child Care Provider Training Registry at: [https://ccmis.dhs.state.ia.us/trainingregistry](https://ccmis.dhs.state.ia.us/trainingregistry)

The Iowa Child Care Provider Training Registry will list the hours, content area, target audience, NAC approval status and the description of each individual training.
Instructor Policies

Instructor Approval Process

- All prospective instructors must submit the Instructor Application form (see Appendix A) and required documentation to the Regional Training Specialist. CCR&R requires the following information to be submitted by prospective instructors as outlined below:
  - Instructors NOT employed by CCR&R Agencies or other DHS approved Training Organization:
    - Instructor Application form
    - Resume/vitae
    - Copy of college transcripts for level 1 – 3 instructors
    - Copy of current nursing license or certificate (for specialty instructors)
    - One current letter (dated within 90 days of application) of recommendation from persons not employed by CCR&R Agencies
    - Additional documentation as stated for specific CCR&R approved curricula, such as any train-the-trainer certificates
  - Instructors employed by CCR&R Agencies or any other DHS-approved training organization need to provide the following in writing to the Regional Training Specialist:
    - Instructor Application form
    - Documentation of employment by CCR&R Agency or any other DHS approved training organization
    - Additional documentation as stated for specific CCR&R approved curricula, such as any train-the-trainer certificates
- Regional Training Specialist will solicit input from local and regional CCR&R Agency staff and/or other DHS approved training organizations as necessary during the instructor approval process.
- Upon approval, the applicant must submit a request to be an approved instructor for CCR&R via the Iowa Child Care Provider Training Registry.
- CCR&R Instructor approvals are valid for five years. CCR&R Instructors approved in one region are approved in all CCR&R Agencies. CCR&R Instructors shall re-apply every 5 years from the date of the most recent approval. (see Appendix A)
- Prospective instructors not selected may appeal the decision of the Regional Training Specialist by utilizing the established appeal process.
- CCR&R Agencies reserve the right to revoke or suspend approval for any approved CCR&R Instructors who are not in compliance with CCR&R policies and procedures outlined in this manual. The Regional Training Specialist will notify the CCR&R Instructor in writing, in a timely manner, of the decision to revoke or suspend citing the reason. CCR&R Instructors who are revoked may not reapply for a minimum of one year from date of revocation. CCR&R Instructors who are revoked may appeal the decision of the Regional Training Specialist by utilizing the established appeal process.
## Instructor Requirements

<table>
<thead>
<tr>
<th>Instructor Level</th>
<th>Content Area Education</th>
<th>Content Area Experience</th>
<th>Adult Learning Education</th>
<th>Instructor Renewal / Advancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symposium Presenter</td>
<td>Minimum of an associate’s degree or higher in early childhood education or closely related degree relevant to the content of their presentation</td>
<td>Recommendation of 2 years’ experience in specialty field</td>
<td>(1) Proof of current or valid license, certificate or other credential</td>
<td>Symposium Presenter is approved for individual events only</td>
</tr>
<tr>
<td>Specialty Instructor</td>
<td>License, certificate or other professional credential in content area (Ex: dental hygienist, LPN, RN, fire fighter, etc.)</td>
<td>Recommendation of 2 years’ experience in specialty field</td>
<td>(2) Proof of current or valid license, certificate or other credential</td>
<td>Instructor Performance Review shall include the following: (1) Instructor Observations or Self-Assessment (2) Class Evaluations</td>
</tr>
<tr>
<td>Level I Instructor</td>
<td>Associate degree in Early Childhood Education or related field</td>
<td>Recommendation of 2 years’ experience in Early Childhood Education or related field</td>
<td>(1) Train-the-trainer certificate for series trainings (2) Average 4 clock hours a year of continuing education in adult learning strategies over a 5 year period</td>
<td>Instructor Performance Review shall include the following: (1) Instructor Observations or Self-Assessment (2) Class Evaluations</td>
</tr>
<tr>
<td>Level II Instructor</td>
<td>Bachelor’s degree in Early Childhood Education or related field</td>
<td>Recommendation of 2 years’ experience in Early Childhood Education or related field</td>
<td>(1) Train-the-trainer certificate for series trainings (2) Average 4 clock hours a year of continuing education in adult learning strategies over a 5 year period</td>
<td>Instructor Performance Review shall include the following: (1) Instructor Observations or Self-Assessment (2) Class Evaluations</td>
</tr>
<tr>
<td>Level III Instructor</td>
<td>Master’s degree or doctorate degree in Early Childhood Education or related field</td>
<td>Recommendation of 2 years’ experience in Early Childhood Education or related field</td>
<td>(1) Train-the-trainer certificate for series trainings or Department of Education State Approvals (2) Average 4 clock hours a year of continuing education in adult learning strategies over a 5 year period</td>
<td>Instructor Performance Review shall include the following: (1) Instructor Observations or Self-Assessment (2) Class Evaluations</td>
</tr>
</tbody>
</table>
Instructor Levels

**Symposium Presenter:**
- Symposium Presenters are instructors from a specialty field necessary for the work in early childhood, but may be outside the area of expertise of early childhood professionals.
- Symposium Presenters should have a minimum of 2 years’ experience in their field of expertise.
- Symposium Presenters should maintain their current license, certificate or credential at all times and submit the documentation verifying their specialty area to the Regional Training Specialist. (see Appendix K, page 42.)
- Symposium Presenters must show any documentation requested from CCR&R for an exception to policy.
- Symposium Presenters are approved on an individual event basis.

**Specialty Instructors:**
- Specialty Instructors are instructors from a specialty field necessary for the work in early childhood, but outside of the area of expertise of early childhood professionals; such as accounting, human resources, Nursing, CPR and First Aid, Dental Hygienists, Fire fighters, EMT’s and EMA’s.
- Specialty Instructors should have a minimum of 2 years’ experience in their field of expertise.
- Specialty Instructors should maintain their current license, certificate or credential at all times and submit the documentation verifying their specialty area to the Regional Training Specialist.
- Specialty Instructors must show any documentation requested from CCR&R for an exception to policy.

**Level I Instructors:**
- Level I Instructors are instructors who must have an associate degree in Early Childhood Education (ECE) or related field.
- Level I Instructors are recommended to have at least 2 years’ experience in ECE or related field.
- Level I Instructors must have a train-the-trainer certificate in order to teach any of the CCR&R core classes or other train-the-trainer certificates issued by specified organizations.
- Level I Instructors must show any documentation requested from CCR&R for an exception to policy.
- Level I Instructors must maintain an average of 4 hours of continuing education in adult learning strategies annually upon instructor renewal.
- Level I Instructors must have one of the following maintained in their files upon renewal:
  - Instructor Observation(s) or Self-Assessment
  - Class Evaluations
  - Any documentation from CCR&R for an exception to policy

**Level II Instructors:**
- Level II Instructors are instructors who have a bachelor’s degree in the Early Child Education (ECE) or related field or content area they want to teach.
- Level II Instructors are recommended to have at least 2 years’ experience in ECE or related field.
- Level II Instructors must have a train-the -trainer certificate in order to teach any of the CCR&R core classes or other train-the-trainer certificates issued by specified organizations.
- Level II Instructors must show any documentation requested from CCR&R for an exception to policy.
- Level II Instructors must maintain an average of 4 hours of continuing education in adult learning strategies annually upon instructor renewal.
- Level II Instructors must have one of the following maintained in their files upon renewal:
  - Instructor Observation(s) or Self-Assessment
  - Class Evaluations
  - Any documentation from CCR&R for an exception to policy
Level III Instructors:
- Level III Instructors are instructors who have a master’s degree or doctorate degree in Early Child Education (ECE), Child Development or related field or content area they want to teach.
- Level III Instructors must have at least 2 years’ experience in ECE or related field.
- Level III Instructors must have a train-the-trainer certificate to teach any of the CCR&R core classes or other train-the-trainer certificates issued by specified organizations.
- Level III Instructors must show any documentation requested from CCR&R Agencies for an exception to policy.
- Level III Instructors must maintain an average of 4 hours of continuing education in adult learning strategies annually upon instructor renewal.
- Level III Instructors must have one of the following maintained in their files upon renewal:
  - Instructor Observation(s) or Self-Assessment
  - Class Evaluations
  - Any documentation from CCR&R Agencies for an exception to policy

Content Area Experience
Content area experience for early care and education instructors may include full- and part-time experience, both paid and volunteer work in a licensed Child Care Center (CCC), preschool, Shared Visions program, Head Start/Early Head Start program, early childhood special education programs, school-age care programs or registered Child Development Home (CDH) as long as the experience is with children ages birth through school age. For CCR&R Instructors teaching content for school-age programming, this may also include experience in after-school programs or elementary education programs.

Content Area Education
Because “content area” is not easily defined across early care and education, health and family support; the below clarifications were developed by our Early Childhood Iowa partners:
- **Early care and education –** Early Childhood Education (ECE) or closely related degrees including: Child, Family and Adult Services, Human Development and Family Studies/Relations, Developmental Psychology, Home Economics Education, Family and Consumer Sciences Education, Elementary Education with an ECE Endorsement and Child Development. Degrees should include a minimum of nine credit hours in the following categories: early childhood education, inclusive ECE settings, exceptional learners, child development, guidance, child psychology, curriculum, observation/assessment and family services.
- **School-age care and education –** Elementary education or closely related degrees, as described above.
- **Health/Safety –** Health educators should have a LPN, RN, BSN, and/or Dental Hygienist License, certificate or other professional credential including a bachelor’s degree or greater in community health or public health education. They may also have CHES national certification. Licensed providers include Iowa licensed RN or ARNP including Child Care Nurse Consultants, M.D., D.O., or physician assistants. American Red Cross or American Heart Association certified trainers are approved for CPR/AED. American Red Cross certification, or other comparable trainer/training certification, is approved for First Aid/Rescue courses. Train-the-trainer certificates for health modules will also be accepted.
- **Family Support –** Instructors in the field of family support come with a variety of degrees, experience and skills including Extension Family Life Specialists, early childhood specialists, marriage and family therapists, social workers, mental health and substance abuse professionals and Head Start/Early Head Start Family Advocates. Certifications can include Family Development Specialist Certification; Trainer of Family Assessment Workers; Trainer of Family Support Workers; and National Trainer Parents as Teachers.
Adult Learning Education Requirements and Continuing Education in Adult Learning Strategies

- CCR&R Instructors who currently provide or have provided regulated child care shall demonstrate a history of compliance with the regulatory requirements of the Iowa Department of Human Services (DHS).
- In addition to being knowledgeable about the content of the training event, CCR&R Instructors shall have the ability to:
  - Communicate effectively
  - Demonstrate competence instructing adult learners in the training environment
  - Relate to people of various racial, ethic, and socioeconomic backgrounds
  - Facilitate small group interactions, problem solving activities and use other appropriate instructional methods, plan sessions based on suggested topics as needed and meet the needs of adult learners
  - Convey information about applicable and current local, state/national regulatory requirements, standards and guidelines to the participants
  - Design and implement learning activities based on clear, measurable learning outcomes appropriate for the training event
- CCR&R Instructors are required to average a minimum of four clock hours of continuing education annually in adult learning strategies. CCR&R Instructors are expected to have at least 20 hours of continuing adult learning strategies upon renewal. Continuing education opportunities are made available by CCR&R Agencies annually. Any train-the-trainer events are approved hours. Other continuing education opportunities shall be pre-approved by the Regional Training Specialist to fulfill this requirement. CCR&R Instructors shall submit proof of attendance to CCR&R Agencies and this will be maintained in the CCR&R Instructor's file.
- If the CCR&R Instructor is employed by another DHS approved training organization, continuing education does not need CCR&R approval. Specialty Instructors are exempt from this requirement as long as they are keeping their current license, certificate or credential up to date.
- Symposium presenters who are not CCR&R Instructors are exempt from this requirement, but all symposium workshops shall be approved (see Symposium & Conference Presenters in Training Event Policies).

Train-the-Trainer Requirements

- The CCR&R State Network offers training that is available statewide; the curricula are provided. All CCR&R Instructors are required to participate in an approved train-the-trainer to be qualified to teach the training. A copy of the certificate of completion shall be maintained in the CCR&R Instructor's file.
- When statewide train-the-trainer events are available, offered by CCR&R State Network or other approved training organizations, CCR&R Instructors will be required to attend for trainings they wish to instruct. When a statewide train-the-trainer event is not available, CCR&R Agencies may provide other options for the prospective instructor including:
  - One-on-one review of the curriculum with a Level II or Level III Instructor who is teaching the course or the Regional Training Specialist
  - Attending the course and observing the instruction
  - Team-teaching the course with a minimum of a Level II Instructor
Series Instructor Requirements
Additional minimum CCR&R Instructor requirements have been established depending on the content for each of the series trainings, approved by the CCR&R State Network. Additional requirements include:

- Train-the-trainer certificate or equivalent
- Highly recommends three years of experience working in a registered Child Development Home (CDH), licensed Child Care Center (CCC), Infant/ Toddler/ Preschool/School-age Care Program or equivalent. The requested three years’ experience varies depending on the content of the curriculum. Examples include, but are not limited to:
  - ChildNet 2.0, or updated versions of the series, requests three years of experience in a Child Development Home (CDH)
  - Quality School-age Care (QSAC) requests three years in a school-age program
  - PITC requests three years in an infant/toddler program
- Additional series specific requirements
  - ChildNet 2.0 or updated versions of the series
    - If currently providing child care in a home setting, shall be ChildNet certified
  - Program of Infant Toddler Care of Iowa (PITC)
    - WestEd trainer certification for each module
    - An approved CCR&R Level II Instructor or higher
  - Early Childhood Positive Interventions Supports (EC-PBIS)
    - An approved CCR&R Level II Instructor or higher
    - EC-PBIS for Family Child Care CCR&R Instructors must attend this specific train-the-trainer
    - EC-PBIS for Infants and EC-PBIS for Preschool CCR&R Instructors may attend either/or train-the-trainer events

Other DHS Approved Training Organizations’ Curriculum Requirements
- To teach another organization’s training the instructor must be an approved trainer with that organization.
  - Follow that organization’s policies and teach the training as it was approved by DHS
- To teach another organizations’ training in partnership with CCR&R the instructor must be approved by both organizations.
- Other approved training organizations include but are not limited to:
  - Iowa Public Television (IPTV)
  - Iowa State University (ISU)
  - Iowa Department of Education
  - Iowa Department of Public Health (IDPH)
  - Healthy Child Care Iowa (HCCI)
  - American Heart Association
  - Children’s First Finance
  - Child Adult Care Food Program (CACFP)
CCR&R Instructor Observation
- CCR&R Instructors may request an observation visit at any time.
- Regional Training Specialists will observe CCR&R Instructors to provide feedback and assist instructors with professional growth.
- CCR&R recommends each active, approved CCR&R Instructor be observed annually.
- Each CCR&R Instructor must be observed a minimum of once in a five year period using the Instructor Observation form (see Appendix D) or complete an Instructor Self-Assessment form (see Appendix E) before re-application.
- Class evaluations will be maintained by each Regional Training Specialist and will be evaluated during the CCR&R Instructor renewal process.

Compensation Policy
- Fees for compensation of CCR&R Instructors are established by the CCR&R State Network.
- Compensation fees are subject to change as needed.
- Currently, the compensation fee is $100 per instructional hour.
  - For example, an instructor will be reimbursed $2,400 for a 24 hour series training.
  - The $100 per instructional hour fee includes prep time, handouts, instructional hours, follow-up paperwork and any miscellaneous expenses the CCR&R Instructor incurs. Travel reimbursement may or may not be included in the fee. Contact the Regional Training Specialist for local policy on travel reimbursement.

Classroom Management Techniques
- For unique situations please consult your Regional Training Specialist.
- CCR&R Instructors have the right to ask disruptive participants to leave the training.
  - Next day notification to the Regional Training Specialist is required when CCR&R Instructors perform this action.

Forms
- Instructor Application form (Appendix A)
  - CCR&R Instructors shall review this policy/procedure manual and sign an Instructor Agreement form. (see Appendix B)
- Facilitator Agreement form (optional Appendix C)
  - A facilitator may be available to support a CCR&R Instructor during a training event to coordinate training logistics.
  - If a facilitator is not available, the CCR&R Instructor is expected to fulfill these responsibilities. Facilitators shall review this policy and procedure manual and sign a Facilitator Agreement form. (Appendix C)
- Instructor Observation form (Appendix D)
- Instructor Self-Assessment form (Appendix E)
- Instructor Approval Letter sample (Appendix F)
Instructor Application

Name

Telephone Number

Previous Name (if applicable)

2nd Telephone Number

Street Address

City

Zip Code

County

Email

Professional Title

Agency

Instructor Level applying for:

☐ Level I - associate degree
☐ Level II - bachelor's degree
☐ Level III - master's or doctorate degree
☐ Specialty Instructor (nurse such as LPN, RN, BSN; dental, EMT, fire fighter; etc.) Type: __________________

List specific curricula you wish to instruct:

All CCR&R Instructors must submit this form and the following documents if applicable, to the Regional Training Specialist:

(Complete if not employed by a CCR&R Agency or other DHS approved training organization.)

☐ Resume/vitae
☐ Copy of college transcripts (for level 1 – 3 instructors)
☐ Copy of current nursing license or certificate (for Specialty Instructors)
☐ One current letter (dated within 90 days of application) of recommendation from persons not employed by CCR&R
☐ Additional documentation as stated for specific CCR&R approved curricula, such as any train-the-trainer certificates

CCR&R Instructors employed by CCR&R Agencies or other DHS approved training organizations complete this section:

☐ Documentation of employment
☐ Additional documentation as stated for specific CCR&R approved curricula, such as any train-the-trainer certificates

Please submit the Instructor Application to your Regional Training Specialist.

After the CCR&R Instructor approval process, applicant will receive:

• Letter of Decision (approval valid for all CCR&R Agencies)
• Instructor Agreement form
• Facilitator Agreement form (Optional)
• Link to CCR&R Training Policies & Procedures Handbook

For Office Use Only

Date Received

Date Decided

Decision

☐ Approved

☐ Denied

Renewal Date (CCR&R Instructors shall re-apply every 5 years)

Reason for Denial
Instructor Agreement

I have read and agree to abide by the CCR&R Training Policies and Procedures Handbook. In addition, I agree to:

1. Assume the role of CCR&R ambassador through development of knowledge and understanding pertaining to CCR&R services, staff and opportunities. As a CCR&R ambassador, a CCR&R Instructor refers participants to CCR&R for professional development beyond the specific curricula being taught.
2. Assist the Regional Training Specialist with keeping my CCR&R Instructor file updated by completing and submitting required forms (including requesting to be an approved trainer via the Iowa Child Care Provider Training Registry), providing notification of changes in information, documentation of continuing education (including a minimum of four continuing education clock hours annually in adult learning strategies), etc. in a timely manner.
3. Provide the training event/curriculum as approved.
4. Provide appropriate breaks during trainings in accordance with CCR&R policies.
5. Abide by the NAECY Code of Ethics and Code of Ethical Conduct.
6. Dress and act in a professional manner at all times when serving as a CCR&R Instructor.
7. Study, review curriculum and activities, and prepare for each training prior to presenting. This includes consulting with CCR&R staff, gathering pertinent information, resources/materials and making copies or requesting copies are made, as necessary.
8. Maintain open communication with CCR&R regarding the planning, progress, completion of the training and training concerns/needs.
9. Provide timely notification if unable to provide a scheduled training.
10. Arrive at training in a sufficient amount of time to prepare the learning environment prior to participant arrival and to greet participants in a friendly & professional manner.
11. Be accessible to participants after each training session to answer questions, familiarize myself with participants and their individual needs, as well as to clean the training facility.
12. Obtain, use and complete CCR&R facilitator paperwork when required (sign-in forms, class evaluations, expense sheets, etc.) and when a facilitator is not available. All completed forms shall be submitted to CCR&R within 1 week of the training date and prior to payment.
13. Not promise training credit or a training certificate to a person who is not registered for a training.
14. Train as scheduled at the appropriate venue and scheduled time.
15. Not offer 1:1 format for training credit to participants who need to make up a training.
16. Provide input for curriculum revision and development as requested.
17. Assist CCR&R Child Care Consultants or designated coach with train/coach/train model of curriculum.
18. Model life-long learning by continuing my own professional development through continuing education and staying connected in the field through membership in professional associations.
19. Provide all registered and paid participants a CCR&R approved training certificate at the end of the training event and to not provide certificates to learners who are not present for the entire training event.
20. Agree to observations, assessments or evaluations of training events by CCR&R Training Specialists or designee, for quality control purposes.

Instructor Name

Date

Regional Training Specialist

Date

www.iowaccrr.org
Facilitator Agreement

I have read and agree to abide by the CCR&R Training Policies and Procedures Handbook. In addition, I agree to:

1. Assume the role of CCR&R ambassador through development of knowledge and understanding pertaining to CCR&R services, staff and opportunities. As a CCR&R ambassador, a facilitator refers participants to CCR&R for professional development beyond the specific curricula being taught.
2. Abide by the NAEYC Code of Ethics.
3. Dress or business casual dress and act in a professional manner at all times when serving as a CCR&R facilitator and/or ambassador.
4. Maintain open communication with CCR&R regarding the planning, progress, completion of the training and training concerns/needs.
5. Provide timely notification if unable to facilitate a scheduled training.
6. Obtain and utilize the facilitator packet (sign in forms, class evaluations, expense sheets, etc.) for the training event. All completed forms shall be submitted to the Regional Training Specialist or designee within 1 week of the training date and prior to payment.
7. Arrive at training in a sufficient amount of time to assist the instructor in preparing the learning environment prior to participant arrival and to greet participants in a friendly & professional manner.
8. Welcome participants, ensure they sign in, remind them of upcoming trainings and introduce speaker (coordinate these responsibilities with the instructor).
9. Assist the instructor with handouts, sign-in sheets or forms, evaluations, certificates and any other professional duties.
10. Assist participants with housekeeping items (location of restrooms, break area, etc.).
11. Remain at the class site until all participants have departed and the room is clean.
12. Provide input for curriculum revision and development as requested.
13. Model life-long learning by continuing my own professional development through continuing education and staying connected in the field through membership in professional associations.
14. Provide all registered and paid participants a CCR&R approved training certificate at the end of the training event and to not provide certificates to learners who are not present for the entire training event.
15. Follow regional policy on the collection of money for the trainings.
16. Perform any additional tasks assigned by a Regional Training Specialist.

Facilitator Name ___________________________  Regional Training Specialist ___________________________

Date ___________________________  Date ___________________________

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Instructor Observation

<table>
<thead>
<tr>
<th>CCR&amp;R Instructor Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Title</td>
<td># Participants</td>
</tr>
<tr>
<td>Series Title</td>
<td>Location</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mostly No</th>
<th>Mostly No</th>
<th>Mostly Yes</th>
<th>Mostly Yes</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructor arrived with plenty of time for prep and/or setup.</td>
<td></td>
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<tr>
<td>2. Instructor greeted and acknowledged participants as they entered the room.</td>
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<tr>
<td>3. Instructor followed proper protocol for training guidelines.</td>
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<tr>
<td>4. Instructor introduced him/herself, displayed his/her name and workshop title.</td>
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<tr>
<td>5. Instructor facilitated participant introductions.</td>
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<tr>
<td>6. Learning objectives were stated and material presented covered the objectives.</td>
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<tr>
<td>7. Instructor allowed time for questions and feedback.</td>
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<tr>
<td>8. Instructor engaged the class in group efforts and/or hands on activities.</td>
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<tr>
<td>9. Instructor was knowledgeable on the topic.</td>
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<tr>
<td>10. Instructor assessed understanding of learning objectives using participants’ visual, written or verbal cues.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11. Instructor appropriately utilized visual aids, video segments and handouts.</td>
<td></td>
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<td></td>
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<tr>
<td>12. Instructor represented CCR&amp;R in a respectful and professional manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observer Signature: ___________________________ Date: ___________________________

221 | 11/2018
APPENDIX D

CCR&R Instructor Observation Summary

Strengths:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Challenges:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What else would you like to share?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Next Steps:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

CCR&R Instructor Signature ___________________________ Observer Signature ___________________________

Date _________________ Date _________________

221 | 11/2018
Instructor Self-Assessment

Part of the CCR&R training goal is to increase our support for trainer development and for quality improvement of training overall. We would appreciate your feedback in this process. Please complete this CCR&R Instructor self-assessment and return to your Regional Training Specialist. If you need additional space, you can type or print your responses on a separate sheet of paper.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you feel are your strengths as a CCR&amp;R Instructor?</td>
<td></td>
</tr>
<tr>
<td>What would you like to improve on as a CCR&amp;R Instructor?</td>
<td></td>
</tr>
<tr>
<td>(technology, knowledge, listening skills, motivation techniques, etc.)</td>
<td></td>
</tr>
<tr>
<td>How much prep time do you usually spend on your classes? Why? Please describe your preparations for me.</td>
<td></td>
</tr>
<tr>
<td>How do you, as a CCR&amp;R Instructor, support providers’ professional development goals?</td>
<td></td>
</tr>
<tr>
<td>In general, how are you feeling about being a CCR&amp;R Instructor? Please explain your response.</td>
<td></td>
</tr>
<tr>
<td>Describe your confidence in classroom management strategies?</td>
<td></td>
</tr>
<tr>
<td>How can CCR&amp;R better support you?</td>
<td></td>
</tr>
<tr>
<td>Is there any information, questions or concerns you would like to share at this time?</td>
<td></td>
</tr>
</tbody>
</table>

CCR&R Instructor Signature ___________________________ Date ___________
(Date) October 2, 2018

Jane Doe
7726 Fairy Tooth Lane
Slater, IA 50244

RE: CCR&R Instructor Approval Letter

Dear Jane Doe:

Thank you for applying to be an instructor with Child Care Resource & Referral Agencies. I am excited to let you know that your application has been approved. We look forward to working with you in providing high-quality training events for Iowa’s child care and early education community.

You have been approved as a Level 2 Instructor until 10/2/2023. CCR&R Instructor approvals are valid for five years, at which point you will need to re-apply. If you wish to advance to the next level before these five years are up, you will need to re-apply at that time.

The CCR&R Training Policies and Procedures Handbook can be found on our website at: https://iowaccrr.org/resources/files/BGP/100%20TrainingManual.pdf. Please review this document, as well as the NAEYC Code of Ethical Conduct and Statement of Commitment at: https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf. You will be expected to follow both when providing instruction for CCR&R training events. Once you have read these items, complete the Instructor Agreement form included in the packet (Appendix B in the policies). Return this agreement form. Your instructor file will not be considered complete until this item is received.

CCR&R is now fully implementing use of the Iowa Child Care Provider Training Registry for all CCR&R sponsored trainings. Providers are expected to search and register for any training through the online registry. CCR&R Instructors are an important part of the Iowa Child Care Provider Training Registry and we look forward to having you begin to use the system. In order to use the registry, you will need to set up an individual online account. Please visit the Iowa Child Care Provider Training Registry at: https://ccmis.dhs.state.ia.us/trainingregistry. Set up your account and associate yourself with CCR&R Region 4.

Please contact me if you are in need of assistance to complete these tasks. Again, congratulations on becoming an approved CCR&R Instructor!

Sincerely,

(Name)
Regional Training Specialist
Child Care Resource & Referral
Training Approval Process

- The Child Care Training Approval Application form (Appendix H) and an outline of the training with all the additional PowerPoints, videos, detail descriptions of activities and articles need to be submitted to a Regional Training Specialist for review.
- Use the Request for Child Care Training Approval Application Instructions (Appendix G) to help fill out the Child Care Training Approval Application form (Appendix H) as well as the Training Instructional Plan & Content Outline form (Appendix I). Incomplete applications will not be reviewed.
- CCR&R will use the Training Approval Application Score Sheet (Appendix J) to evaluate training events submitted for review. CCR&R Agencies shall solicit support and assistance from the Regional Training Specialists and staff support as necessary.
- The Regional Training Specialist will review the typed application and provide a decision in writing or electronically within 30 days of receiving the application materials in their entirety.
- If the applicant is not satisfied with the decision of the Regional Training Specialist, the applicant may submit an appeal by utilizing the established appeal process.

Policies for Creating New Curriculum

- Planned training events shall be in response to educational needs that have been identified for a target audience.
- Training events shall contribute directly to the learner’s professional competence in early care education and school-age programs.
- Content and instructional methodology shall be interactive, intended for adult learners and consistent with the intended goals and outcomes of each training event.
- Training events shall include competency-based learner objectives. The objectives shall be measurable, and/or observable, and/or achievable and reflect active learning in the time allocated for the training event.
- Training events shall be consistent with:
  - Iowa child care regulatory standards
  - Iowa Early Learning Standards (when appropriate)
  - The philosophy of developmentally appropriate practice as defined by NAEYC, PITC and the National Health and Safety Performance Standards
  - “Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education” a position statement of the National Association for the Education of Young Children
- The following shall NOT be approved as training events:
  - Religious content
  - Purpose of selling materials
  - Concerts or plays
  - Instruction on making toys, puppets, books or other materials to be used in the children’s learning environment as the safety of the materials cannot be determined (i.e., Make It/Take It)
  - Videos without group interaction/instruction
  - Intended for a general audience, such as “parents” – training events shall address the needs of early education and school-age professionals
  - Intended for the high school level or below
Training Renewal Applications
- Training approval is effective for a period of five years. Training events shall be resubmitted for approval with updated content after this period.
- In addition, renewal applications shall be submitted for review when:
  - There is a significant change in the content of the training event
  - There is a change in the training objectives
  - There is a change in the length of the training event
  - There is a change to the title of the training event

Forms
- Request for Child Care Training Approval Application Instructions (Appendix G)
  - CDA Competency Standards At-A-Glance
- Child Care Training Approval Application form (Appendix H)
- Training Instructional Plan and Content Outline (Appendix I)
  - You are welcome to create your own outline instead of using this form
  - Be sure to include all the necessary parts:
    - Title of the training
    - Three learning objectives
    - Activity descriptions with training methods
    - Time of activities
    - Materials list
    - Work cited list
- Training Approval Application Score Sheet (Appendix J)
APPENDIX G

Request for Child Care Training
Approval Application Instructions

1. Agency Contact Information, please type.
   • Name of the agency that wishes to provide or cosponsor the training
   • Name of the contact person for the agency to receive notification of decision
   • Address of the agency
   • E-mail Address of the contact person to receive notification of decision
   • Name of the instructor who will conduct the training session
   • Phone number of contact person

2. Training Approval Application Checklist, please type.
   Indicate that you have completed the application and included all required attachments. Please do not submit originals as the application and materials will not be returned.

3. Training Information
   • Title – The title of the training should be brief and should clearly indicate the content of the training.
   • Description – In 50 words or less, provide the description that will be used to advertise this training.
   • Format/Structure – Indicate the delivery method of this training (face to face, webinar, live interaction, etc.)
   • Number of Clock Hours – Indicate the number of clock hours offered for this training. The minimum allowable is one clock hour.
   • CEU’s (Continuing Education Units) – Indicate if CEU’s are being provided. If CEU’s are being provided, indicate the number of hours offered and who is providing the CEU certificates.
   • Training Content Includes – Indicate which category the training content subject matter pertains to.
   • Target Audience – Indicate the audience who the training is designed for. Also specifically describe the intended audience.
   • Competency Level – Indicate the audience experience level this training was developed for. Also provide explanation for the experience level indicated.
   • Author Information – If the agency has purchased or is utilizing a ‘pre-packaged’ curriculum or any curriculum that he/she has not written for the purposes of this training approval application, the author information shall be submitted including, but not limited to: the author’s name, company/agency affiliation and background.
   • Content Area – Indicate the applicable CDA content area that the training topic best meets. Only one content area should be selected for each one hour of training. You can select a variety of CDA content areas for multiple hour trainings. If more than one competency is identified, each competency and the number of hours of content delivery for each goal must be specified in the Instructional Plan and be listed on the certificate awarded at the end of the training. CCR&R Agencies will issue the certificates for trainings approved by CCR&R.
     o Refer to CDA Competency Standards At-A-Glance chart on page 31 of the Training Policies and Procedures Handbook for a list of standards for content area.
   • Early Learning Standards – Indicate the applicable sub-sets of each standard addressed that the training topic best meets. Evidence of meeting each indicated standard sub-set should be evident in content, materials, examples, and/or activities. The latest Iowa Early Learning Standards can be found at: https://educateiowa.gov/
4. Instructional Plan and Content Outline – An instructional plan should include the following:
   - **Competency-Based Learning Objectives** – At least three learning objectives should be included. Each learning objective must be written from the perspective of what the participant will be expected to do in the training. The learning objectives should be clearly stated, realistic, measurable, and move the participants toward the outcome. The instructor should be able to determine that the learning objectives are met while participants are in the training session. The learning objectives should be in logical, sequential order and should drive the training session.
     - Sample learning objectives include:
       - The participant will identify three developmental characteristics of infants.
       - The learner will demonstrate appropriate hand washing techniques.
       - Participants will be able to describe the relationship between environmental variables, children’s challenging behaviors, and social emotional development.
   - **Content Outline** – This should specify the details regarding the information that will be presented. All content that will be presented to participants in the training must be included in the content design.
     - Content, exercises, examples, etc. logically connect to the sections that come before and after and relate to the real world of early care and education
     - Objectives/key concepts are repeated and/or revisited often
     - Content should consider participant’s previous knowledge with an appropriate level of depth for the audience level
     - Appropriate exercises are utilized including: opener, closing, activities throughout relevant to the content, instructions are clear with reference to key points and activities to identify/answer questions

*If content will be presented in the form of handouts, Power Point presentations or transparencies, etc., a copy must be submitted. If the content includes the use of a video, the content of the video or a copy of the video must be referenced and a copy of the video must be submitted with the application. If content seems incomplete, the application will be denied.

Content must be consistent with developmentally appropriate practice (DAP) as defined by NAEYC, WestEd and the National Health & Safety Performance Standards. The content must be consistent with Iowa regulatory standards and the Iowa Early Learning Standards. The content must also support each objective, CDA content area, and Iowa Early Learning Standards indicated.

- **Time and Sequence** – The sequence of events/activities, as described in the content design, should be consistent with the objectives, supportive of the objectives, and should be logical. Time estimates for each instructional activity should be indicated on the Instructional Plan. Instructors should consider the amount of actual time the activities will take. The outline should have adequate content to support the time requested for approval.
- **Training Methods** – Content with a variety of methods strengthen key concepts. Several (at least two) training methods that reflect a variety of learning styles must be included in the training and reflected in the content outline.
  - Training methods should be sensitive to the needs of adult learners and should be appropriate for the content presented
  - Structure of the course should provide opportunities for support with peers, ongoing interactions, and timely feedback
  - Content with direct concrete experiences allow participants to apply the learning to their work as early care and education professionals
  - Content with small group activities allow participants to move beyond understanding to application and evaluation
• **Diversity** – In addressing diversity, content should include internal dimensions (age, gender, physical ability, race, etc.) as well as external dimensions (geographic location, work experience, etc.). Diversity should be evident in content, materials, examples, and/or activities.

• **Core Values** – Early childhood and education is a unique and valuable stage of human life. The content should recognize that children are best understood and supported in the context of family, culture, community, and society. The content should respect the dignity, worth, and uniqueness of each individual (child, family, colleague).

• **Assessment of Learning** – Assessment of learning outcomes provides an opportunity for the audience and the instructor to assess progress toward objectives. Assessment of learning outcomes should occur throughout the training. The instructor should indicate what techniques will be used to measure the learning objectives. Activities in training are also ways to assess participants knowledge and skills in the content (short tests, action plans, observations, discussion, reflections, interviews, follow up, etc.) Some assessment techniques include rubrics, observations, group discussion, etc.

• **Materials List** – A list of materials (flip chart, projector, video, books, handouts, PowerPoint presentations, etc.) needed in the training should be included as a separate list or included in the content design corresponding to each activity. All materials must be indicated.

• **Evaluation of Training** – An evaluation of the training and the instructor should be conducted so participants may evaluate the effectiveness in meeting their needs. The evaluation will also provide the instructor with feedback to adapt or modify the course. Instructors will utilize the CCR&R evaluation form provided.

• **Training Work Cited List** – References used to develop the training should be cited using one of the professional formats. A minimum of three (3) references should be cited and at least two should be less than five (5) years old. The following information should be included: author, date of publication, title of article, book title of journal, publisher (or web site address).
  - CCR&R may provide an example outline to the instructor upon request.

5. Submitting the Request – submit the *Child Care Training Approval Application* and additional requested materials in writing and/or electronically to:
   - Regional Training Specialist
   - Child Care Resource & Referral

If the materials are submitted in both electronic and written formats, CCR&R will not begin review until all materials are received. Training is not approved retroactively. Please submit the complete *Child Care Training Approval Application* a minimum of 60 days prior to the intended training date. CCR&R will issue a decision within 30 business days of receiving a complete *Child Care Training Approval Application*. 
# CDA Competency Standards At-A-Glance

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Functional Area</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. To establish and maintain a safe, healthy learning environment</td>
<td>1. Safe</td>
<td>Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries.</td>
</tr>
<tr>
<td></td>
<td>2. Healthy</td>
<td>Candidate provides an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness.</td>
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<tr>
<td></td>
<td>3. Learning Environment</td>
<td>Candidate organizes and uses relationships, the physical space, materials, daily schedule, and routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration, and learning of all children including children with special needs.</td>
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<tr>
<td></td>
<td>4. Physical</td>
<td>Candidate uses a variety of developmentally appropriate equipment, learning experiences and teaching strategies to promote the physical development (fine motor and gross motor) of all children.</td>
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<tr>
<td></td>
<td>5. Cognitive</td>
<td>Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to promote curiosity, reasoning, and problem solving and to lay the foundation for all later learning. Candidate implements curriculum that promotes children’s learning of important mathematics, science, technology, social studies and other content goals.</td>
</tr>
<tr>
<td></td>
<td>6. Communication</td>
<td>Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to promote children’s language and early literacy learning, and help them communicate their thoughts and feelings verbally and non-verbally. Candidate helps dual-language learners make progress in understanding and speaking both English and their home language.</td>
</tr>
<tr>
<td></td>
<td>7. Creative</td>
<td>Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies for children to explore music, movement, and the visual arts, and to develop and express their individual creative abilities.</td>
</tr>
<tr>
<td>II. To advance physical and intellectual competence</td>
<td>8. Self</td>
<td>Candidate develops a warm, positive, supportive, and responsive relationship with each child, and helps each child learn about and take pride in his or her individual and cultural identity.</td>
</tr>
<tr>
<td></td>
<td>9. Social</td>
<td>Candidate helps each child function effectively in the group, learn to express feelings, acquire social skills, and make friends, and promotes mutual respect among children and adults.</td>
</tr>
<tr>
<td></td>
<td>10. Guidance</td>
<td>Candidate provides a supportive environment and uses effective strategies to promote children’s self-regulation and support acceptable behaviors, and effectively intervenes for children with persistent challenging behaviors.</td>
</tr>
<tr>
<td>III. To support social and emotional development and to provide positive guidance</td>
<td>11. Families</td>
<td>Candidate establishes a positive, responsive, and cooperative relationship with each child’s family, engages in two-way communication with families, encourages their involvement in the program, and supports the child’s relationship with his or her family.</td>
</tr>
<tr>
<td>IV. To establish positive and productive relationships with families</td>
<td>12. Program Management</td>
<td>Candidate is a manager who uses observation, documentation, and planning to support children’s development and learning and to ensure effective operation of the classroom or group. The Candidate is a competent organizer, planner, record keeper, communicator, and a cooperative co-worker.</td>
</tr>
<tr>
<td></td>
<td>13. Professionalism</td>
<td>Candidate makes decisions based on knowledge of research-based early childhood practices, promotes high-quality in child care services, and takes advantage of opportunities to improve knowledge and competence, both for personal and professional growth and for the benefit of children and families.</td>
</tr>
</tbody>
</table>
Child Care Training Approval Application

Agency Name

Agency Contact Person

Street Address

City

State/Zip

Instructor Name

Telephone Number

Email

Instructor Qualifications
According to the Iowa Child Care Resource & Referral (CCR&R) Network Policies and Procedures:
- CCR&R has my instructor application and qualifications on file.
- CCR&R does not have my instructor application on file; it is complete and enclosed with this Child Care Training Approval Application.

Training Approval Application Checklist
- Child Care Training Approval Application (Appendix H)
- Author information and qualifications (if applicable)
- Training Instructional Plan and Content Outline (Appendix I) - including Power Points, handouts, copies of transparencies and video dialogue or copy of video (if using videos)
- Agency agreement

Training Information
The following required information must be submitted typed. Incomplete applications will not be reviewed. Please do not submit originals, as your training materials will not be returned.

Title

Description

Format or Structure (please check one)
- Group Setting
- Online
- Webinar
- Other: ____________________________

Number of Clock Hours

Are Continuing Education Units (CEU) being provided?
- No
- Yes - by whom: ____________________________

Training Content Includes (check all that apply)
- Infant/Toddler
- Preschool
- School-age
- Program Administration/Business Practices

Target Audience (please check all that apply)
- Board Members
- Food Service Personnel
- Parents & Families
- Practitioners of Infants & Toddlers
- Other: ____________________________
- Center Directors & Staff
- Home Providers & Staff
- Policy & Regulatory Staff
- Preschool Directors & Staff
- Program Administrators, Directors or Owners
- Center Employees
- Preschool Teachers
- School-age Care
- Practitioners of Children with Special Needs
**APPENDIX H**

**Competency Level (please check all that apply)**
- Level 1: Progressing Professional
- Level 2: Skilled Professional
- Level 3: Mastery Professional

**Explanation for choosing the above level:**

**Author Information & Qualifications** (if different than training and only with permission)

**Content Area (1 content area per 1 hour of training)**
*If training is multiple days, please indicate which hours are for which day.*
- Planning a safe, healthy learning environment (includes nutrition)
- Steps to advance children's physical and intellectual development
- Positive ways to support children's social and emotional development (includes guidance and discipline)
- Strategies to establish productive relationships with families (includes communication skills and cross-cultural competence)
- Strategies to manage an effective program operation (includes business practices)
- Maintaining a commitment to professionalism
- Observing and recording children's behavior
- Principles of child growth and development

**Early Learning Standard(s)**
Include sub-set of each standard addressed.

<table>
<thead>
<tr>
<th>Infant/Toddler (birth to 3 years)</th>
<th>Preschool (3 – 5 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area 1 – Social/Emotional Dev.</td>
<td>Area 1 – Social/Emotional Dev.</td>
</tr>
<tr>
<td>Area 3 – Approaches to Learning</td>
<td>Area 3 – Approaches to Learning</td>
</tr>
<tr>
<td>Area 4 – Social Studies</td>
<td>Area 4 – Social Studies</td>
</tr>
<tr>
<td>Area 5 – Creative Arts</td>
<td>Area 5 – Creative Arts</td>
</tr>
<tr>
<td>Area 6 – Comm., Lang., &amp; Lit.</td>
<td>Area 6 – Comm., Lang., &amp; Lit.</td>
</tr>
<tr>
<td>Area 7 – Mathematics</td>
<td>Area 7 – Mathematics</td>
</tr>
<tr>
<td>Area 8 – Science</td>
<td>Area 8 – Science</td>
</tr>
</tbody>
</table>

**Instructional Plan and Content Outline**
An instructional plan or content outline should be submitted in addition to the training approval form and should include the following:
- Competency-based learning objectives
- Core values
- Content outline
- Assessment of learning outcomes
- Time and sequence
- Materials list
- Training methods
- Evaluation of training
- Diversity
- Reference list
Agency Agreement

☐ I attest that the application submitted accurately reflects the training content and procedures of the training.
☐ I shall ensure that the training is presented as submitted in this application.
☐ I understand that if substantial changes in the content or procedures of the training are made, I must submit a new application for training approval.
☐ I understand that the certificate cannot be distributed to anyone who does not attend the full training.
☐ I understand that CCR&R may randomly monitor any approved training for observation and/or quality control purposes.
☐ I understand that CCR&R Instructors may need to complete additional CCR&R paperwork for processing and data collection purposes (e.g., Instructor Application, Agreement, etc.)
☐ I attest that the training outline and content does not constitute copyright infringement.
☐ I understand that violation of any of the above statements may place approval of this or future training approval applications in jeopardy.
☐ I agree to adhere to the above statements.

I hereby agree to abide by the conditions set forth in this Training Organization Agreement.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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</table>

Name & Title

Please submit the training approval form and additional requested materials to:
Regional Training Specialist
Child Care Resource & Referral

<table>
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<tbody>
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<td>Decision (check one)</td>
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<tr>
<td></td>
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<tr>
<td>Reason for Denial</td>
</tr>
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</table>
# Training Instructional Plan and Content Outline

Please type this *Training Instructional Plan and Content Outline* form and submit with *Child Care Training Approval Application*.

## Title

<table>
<thead>
<tr>
<th>Instructor Name</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Content Area (1 content area per 1 hour of training)</th>
<th>Number of hours in this area</th>
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</thead>
<tbody>
<tr>
<td>□ Planning a safe, healthy learning environment (includes nutrition)</td>
<td></td>
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<tr>
<td>□ Steps to advance children’s physical and intellectual development</td>
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<td>□ Observing and recording children’s behavior</td>
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<tr>
<td>□ Principles of child growth and development</td>
<td></td>
</tr>
</tbody>
</table>

## Early Learning Standard(s)

Include sub-set of each standard addressed.

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<tr>
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## Objectives

1. 
2. 
3. 

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137 | 11/2018

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# Content Outline

Specify all details that will be presented to participants in the training. (Including diversity, core values, material usage, etc.)

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<th>Time</th>
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<tbody>
<tr>
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<tbody>
<tr>
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<td>Training Method</td>
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</tr>
<tr>
<td></td>
<td>Specifics</td>
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</tbody>
</table>

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**Assessment of Learning**

---

**Material List**

All handouts, videos, Power Point presentations, etc. submitted: □ Yes □ No

- 
- 
-
## Evaluation of Training

- CCR&R Evaluation (required)
- Additional Evaluation (copy must be submitted)

## Training Work Cited List

Minimum of three must be submitted.

<p>| | |</p>
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### For Office Use Only

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<tr>
<th>Decision (check one)</th>
<th>Expiration Date</th>
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</thead>
<tbody>
<tr>
<td>□ Approved</td>
<td></td>
</tr>
<tr>
<td>□ Denied</td>
<td></td>
</tr>
</tbody>
</table>

Reason for Denial
# Training Approval Application Score Sheet

**Title**
- [ ]

**Instructor Name**
- [ ]

**Level of Training**

- [ ] Progressing Professional
- [ ] Skilled Professional
- [ ] Mastery Professional

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application</strong></td>
<td></td>
</tr>
<tr>
<td>- Is the application complete? Are all required attachments provided? Is the Agency Agreement signed by an authorized representative of the organization?</td>
<td>Y N</td>
</tr>
<tr>
<td><strong>Instructor Qualifications</strong></td>
<td></td>
</tr>
<tr>
<td>- Documentation of instructor qualifications includes information about experience and education on adult learning strategies as well as the content area of the training.</td>
<td>0 1 2</td>
</tr>
<tr>
<td><strong>Description of Workshop</strong></td>
<td></td>
</tr>
<tr>
<td>- Clearly and accurately describes the content of the training in 50 words or less.</td>
<td>0 1 2</td>
</tr>
<tr>
<td><strong>CDA Content Areas/Iowa Early Learning Standards</strong></td>
<td></td>
</tr>
<tr>
<td>- Correct CDA content areas are identified in the application.</td>
<td></td>
</tr>
<tr>
<td>- Correct EELS are identified in the application.</td>
<td></td>
</tr>
<tr>
<td><strong>Competency-Based Learning Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>- At least three learning objectives are included. Each learning objective is clearly stated, realistic, measurable and move the participants toward the outcome. The learning objectives are in logical and in sequential order and should drive the training session.</td>
<td></td>
</tr>
<tr>
<td>- <strong>Progressing Training</strong>: reflects basic understanding of concept and demonstration of development skills; involve opportunity for recall, imitation and trial/error; and include words such as participate, name, define, be familiar with, list, restate, describe, recognize, explain, identify, etc.</td>
<td></td>
</tr>
<tr>
<td>- <strong>Skilled Training</strong>: range from simple to more complex application of concepts into parts so that the whole can be understood; distinguishes between fact and inferences; and allows for the use of a concept, methods in everyday practice.</td>
<td></td>
</tr>
<tr>
<td>- <strong>Mastery Training</strong>: encourage modification of behavior to fit special circumstances, create new solutions or patterns to fit a particular situation or specific problem; encourage creativity based on knowledge and skill; use old ideas to create new ones; generalize from facts; relate/connect knowledge from several content areas; predict and draw conclusions; compare and discriminate between ideas.</td>
<td></td>
</tr>
<tr>
<td><strong>Content Outline (if the first 4 bullets are met, 6 points are automatically awarded)</strong></td>
<td></td>
</tr>
<tr>
<td>- All content that will be presented is included in the content outline.</td>
<td></td>
</tr>
<tr>
<td>- If content includes handouts, Power Point presentation, transparencies, etc. copies are provided.</td>
<td></td>
</tr>
<tr>
<td>- Content addresses the learning objectives and CDA Content Areas indicated.</td>
<td></td>
</tr>
<tr>
<td>- The content is consistent with DAP as defined by NAEYC, WestEd and the National Health and Safety Performance Standards.</td>
<td></td>
</tr>
<tr>
<td>- The content is consistent with Iowa child care regulatory standards.</td>
<td></td>
</tr>
<tr>
<td>- The content is consistent with Iowa Early Learning Standards.</td>
<td></td>
</tr>
<tr>
<td>- The content considers participants’ previous knowledge.</td>
<td></td>
</tr>
<tr>
<td>- Examples used in the training relate to the real world of early care and education professionals.</td>
<td></td>
</tr>
<tr>
<td>- Sections of content (or exercises) logically connect to the sections that come before or after.</td>
<td></td>
</tr>
<tr>
<td>- Appropriate exercises are utilized including:</td>
<td></td>
</tr>
<tr>
<td>- <strong>Opener which introduces the topic</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Score</th>
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<tbody>
<tr>
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</table>

**APPENDIX J**

100 | 11/2018
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<table>
<thead>
<tr>
<th><strong>APPENDIX J</strong></th>
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- Closing which develops a transfer of learning plan
- Activities used throughout are relevant to the content
- Instructions are clear with reference to key points to draw from participants during small group discussions
- Activities to identify/answer questions
- Key concepts are repeated and/or revisited often.
- There is an appropriate level of depth for the audience level.

### Time and Sequence
- Time estimates are sequential with the objective listed and logical and reasonable.
- The outline should have adequate content to support the time requested for approval.

### Training Methods
- Several (at least two) training methods that reflect a variety of learning styles are included in the training and are reflected in the content design.
  - **Beginning**: whole group, modeling, demonstrations, individual/small group/dyads, direct coaching/help with specific skills, hands-on activities, experiential learning activities, dissemination of information/lecture, instructional games activities, scenarios, mental imagery, role play, skill practice, simulation and questioning
  - **Intermediate**: case study, vignettes/role play/demonstrations, experiential learning activities, lecture, small/large group discussion, task exercise or activity (small group) hands-on activities, computer assisted instructions, skill practice, mental imagery, opportunities for teach back and presentations, reflection and questioning (open ended)
  - **Advanced**: open-ended format, open-ended discussion, debate, case study, role play, dramatization, research review and application, opportunities for teach back and presentations, computer assisted instruction, reflection, role play and questioning (open ended).
- The activities are sensitive to the needs of a variety of learners and are appropriate for the content.
- Content includes direct concrete experiences that allow participants to apply the learning in their work as early care and education professionals.
- The structure of the course provides opportunities for support with peers.
- There are opportunities for ongoing interaction and timely feedback.
- Small group activities allow participants to move beyond understanding to application and evaluation.

### Diversity
- In addressing diversity, the content includes internal dimensions (age, gender, race, ethnicity, sexual orientation, physical ability) as well as external dimensions (geographic location, income, personal habits, recreational habits, religion, educational background, work experience, parental status, marital status and workplace-registered child development home, center care, school-age care).
- The content and all audio/visual aids include diverse examples.
- The case studies, case examples and role plays include diverse examples.

### Core Values
- The content appreciates childhood as a unique and valuable stage of the human life cycle.
- The content recognizes that children are best understood and supported in the context of family, culture, community and society.
- The content is respectful of the dignity, worth and uniqueness of each individual (child, family member and colleague).

### Assessment of Learning
- Assessment of learning outcomes occurs throughout the training; assessment provides an opportunity for the audience and the trainer to assess progress toward objectives.
- Techniques are indicated to measure the learning objectives.
- Techniques may include short tests, action plans, observation, discussion, reflections, interviews, follow up, rubrics, observation, group discussion, etc.

### Materials List
- Materials are indicated.
## Evaluation
- CCR&R Instructors will utilize the evaluation form, which will be provided. An evaluation of the instructor and the training will evaluate the effectiveness in meeting participant needs and provide the instructor with feedback to adapt or modify the training.

## Work Cited List
- A minimum of three references are cited.
- At least two of the references are less than five (5) years old.

<table>
<thead>
<tr>
<th>Total Possible Score = 50</th>
<th>Total Needed for Approval = 40</th>
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## For Office Use Only

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Comments

Signature

## Enter on the DHS Training Registry

<table>
<thead>
<tr>
<th>Date Entered</th>
<th>Comments</th>
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Sponsorships

- Whether local CCR&R Agencies are a sole sponsor or co-sponsor of a training event, they have responsibility in offering and delivering the training event in accordance with the Training Policy and Procedures Handbook. CCR&R Agencies are responsible for collecting required information from co-sponsors and/or instructors. CCR&R Agencies shall verify correctness and completeness of application information and submit the completed application and accompanying information.

- Contact your local CCR&R Agency via email to request sponsorship. Details of the training event, including but not limited to; instructor, training, location, date, time, funding and resources, shall be agreed upon before moving forward.

- To co-sponsor a training event for early child or school-age care professionals with another agency or entity, CCR&R Agencies shall do at least three or more of the following:
  - Assist with the speaker (either be one, provide one or pay for one)
  - Make a monetary contribution
  - Provide refreshments
  - Help with registration and check-in
  - Take enrollment/registration
  - Advertise the event
  - Provide certificates of attendance (certificate shall reflect co-sponsorship)
    - If CCR&R Agencies are giving out certificates, the agencies must approve all instructors according to this handbook
  - Provide space for the training event
  - Evaluate training as appropriate per region

- Local agencies shall submit applications for training events offered or co-sponsored by CCR&R to the Regional Training Specialist. Under certain circumstances, it may be more appropriate to submit the event to the Iowa DHS. Please contact the Regional Training Specialist for guidance in such circumstances.

- The training events shall offer a presentation format that incorporates a variety of adult learning methods. Training may be provided in a traditional face-to-face environment, in distance learning environments (i.e., webinar or online), or ‘hybrid’ learning environments utilizing both face-to-face and distance learning formats.

- All participants who attend training by CCR&R Agencies or a co-sponsored training are encouraged to complete an evaluation form that will be provided by your Regional Training Specialist.
  - Evaluations provide an opportunity for learners to share insight about topics/instructors, request topics/instructors and express concerns regarding instructor/training.

- Training events developed by CCR&R employees or funded by CCR&R Agencies with independent contractors, are the property of CCR&R Agencies and NOT the individual employee or independent contractor.

Training Event Criteria

- Training events that are either part of a series or that stand-alone shall be planned for a minimum one-hour time frame, but a two-hour time frame is strongly recommended.

- The event shall be scheduled to begin and end within a reasonable overall time frame that is conducive to adult learning. If the event is over two hours in length, breaks shall be scheduled appropriately so that there are no more than two hours of instruction without a break.

- Series trainings are encouraged to promote higher learning skills, knowledge, and application into practice within the field. Statewide series trainings are reviewed and approved by the CCR&R State Network and may be provided by CCR&R Agencies at any time with approved instructors.
• Series trainings must be taught as a series and not as stand-alone trainings, however modules within a series can be offered as stand-alone trainings.
• One hour of participation in an organized training event equals one clock-hour or content hour. The hour presentation shall be on the same topic.
• Training events shall meet the standards and criterion as outlined in the manual. These events shall include the CDA competencies and content areas.
• An approved CCR&R Instructor shall teach approved training events.
• Training events shall be advertised and offered under the name for which it was approved.
• Certificates shall not be issued for training events before approval has been received nor may they be issued as “approval pending.”
• No more than eight (8) hours of training shall be delivered in a single day.
• Regional Training Specialists, or a designee, will randomly observe any training events for quality control purposes.
• Training conducted with child care providers either during the hours of operation of the facility, lunch hours or while children are resting, shall not diminish the required staff ratio coverage.
• **Child care providers shall not be actively engaged in care/supervision and simultaneously participate in training.**
• Training events shall be held in a place that is conducive to having adult furniture available for the training event.
  o Adult chairs, adult tables and adult restrooms must be available.
• CCR&R Agencies do NOT offer CEU’s (Continuing Education Units) to their core series trainings. CCR&R Agencies offer CDA content hours.

**Training Event Marketing**

• Approved training events will be marketed in accordance with CCR&R Agency procedures.
• CCR&R Agencies and co-sponsors may not advertise that the training event is approved prior to obtaining written approval from the Regional Training Specialist. Training events may be advertised as “approval pending.”
• It is recommended that you submit ‘draft’ marketing materials with the training approval request.
• Marketing materials shall include topics, outcomes, intended audience, location, date, time, training explanation, ADA statement (training accessible to those with disabilities) and funding statement.
• Marketing materials shall be submitted to the Regional Training Specialist for review and approval.
• CCR&R State Network approved training events have approved marketing materials available. No other marketing materials should be used for these training events without prior approval.
• Each CCR&R Agency is responsible for marketing and recruiting participants as well as increasing registration and encouraging series completion.
  o Bulk mailings, e-mail notifications, social media and personal phone calls are marketing methods often utilized.
• The CCR&R logo shall be included on all marketing materials in accordance with the CCR&R State Network logo usage policy.
• If coaching through CCR&R Agencies is available, it will be appropriately noted on marketing materials.
• This funding statement shall be included on all marketing materials when DHS funds are used:
  o *Funding provided by the Iowa Department of Human Services through the Child Care Development Fund*

**CCR&R Curricula Usage**

• CCR&R series curricula and other materials were developed or purchased for the use of CCR&R Agencies.
• The CCR&R State Network must grant permission for usage of materials by other agencies or organizations.
• If an agency or organization wishes to use and/or borrow a CCR&R curriculum or a curriculum in CCR&R’s possession they shall submit the request for sponsorship via the Iowa Child Care Provider Training Registry.
Symposium and Conference Presenters

- In co-sponsoring conferences for a single or multi-day event, the *Symposium Presenter & Workshop Proposal* form must be submitted to a Regional Training Specialist when the instructor is not currently an approved CCR&R Instructor. (see Appendix K)
- A Symposium Presenter and curriculum is a one-time approval.
- A Symposium Presenter will be expected to follow the policies outlined in this handbook.

Forms

- *Symposium Presenter & Workshop Proposal* (Appendix K)
# Symposium Presenter and Workshop Proposal

Please type to complete form.

<table>
<thead>
<tr>
<th>Presenter Name</th>
<th>Professional Title</th>
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<tr>
<th>Agency Name</th>
<th>Email</th>
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<th>Street Address</th>
<th>Telephone Number</th>
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<th>City/State/Zip</th>
<th>2nd Telephone Number</th>
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**Presenter qualifications:** (in accordance with Training Policies & Procedures Handbook)

- **Symposium Keynote Presenter** – minimum of a bachelor’s degree in field closely related to the content of the presentation (synonymous with Level II Instructor)

- **Symposium Workshop Presenter** – minimum of an associate’s degree or higher in early childhood education or closely related degree relevant to the content of their presentation (synonymous with a Level I Instructor)

**Symposium Presenter and Workshop Proposal Checklist**

The following information must be included in the proposal in order for it to be reviewed. Incomplete proposals will not be reviewed. Please do not submit originals, as your materials will not be returned. Presenter and content is a **one-time approval**.

- Symposium Presenter and Workshop Proposal (this form)
- Vitae or Resume
- Presentation Content Outline and Objectives (can use Appendix I for submission)
- Handouts that will be distributed

Presentation must be consistent with Developmentally Appropriate Practice (DAP) as defined by NAEYC, West Ed, National Health and Safety Performance Standard, Iowa Child Care Regulatory Standards and Iowa Early Learning Standards.

**Presentation Information**

**Title:**

<table>
<thead>
<tr>
<th>Description (50 words or less):</th>
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**Length of Presentation:**
### Content Area

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Number of hours in this area</th>
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<tbody>
<tr>
<td>□ Planning a safe, healthy learning environment (includes nutrition)</td>
<td></td>
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<tr>
<td>□ Steps to advance children’s physical and intellectual development</td>
<td></td>
</tr>
<tr>
<td>□ Positive ways to support children’s social and emotional development</td>
<td></td>
</tr>
<tr>
<td>(includes guidance and discipline)</td>
<td></td>
</tr>
<tr>
<td>□ Strategies to establish productive relationships with families</td>
<td></td>
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<tr>
<td>(includes communication skills and cross-cultural competence)</td>
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<tr>
<td>□ Strategies to manage an effective program operation (includes business</td>
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<tr>
<td>practices)</td>
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<tr>
<td>□ Maintaining a commitment to professionalism</td>
<td></td>
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<tr>
<td>□ Observing and recording children’s behavior</td>
<td></td>
</tr>
<tr>
<td>□ Principles of child growth and development</td>
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### Early Learning Standard(s)

Include sub-set of each standard addressed.

<table>
<thead>
<tr>
<th>Infant/Toddler (birth to 3 years)</th>
<th>Preschool (3 – 5 years)</th>
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<tbody>
<tr>
<td>Area 1 – Social/Emotional Dev.</td>
<td>Area 1 – Social/Emotional Dev.</td>
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<tr>
<td>Area 3 – Approaches to Learning</td>
<td>Area 3 – Approaches to Learning</td>
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<td>Area 4 – Social Studies</td>
<td>Area 4 – Social Studies</td>
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<tr>
<td>Area 5 – Creative Arts</td>
<td>Area 5 – Creative Arts</td>
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<tr>
<td>Area 6 – Comm., Lang., &amp; Lit.</td>
<td>Area 6 – Comm., Lang., &amp; Lit.</td>
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<tr>
<td>Area 7 – Mathematics</td>
<td>Area 7 – Mathematics</td>
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<tr>
<td>Area 8 – Science</td>
<td>Area 8 – Science</td>
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Symposium Presenter Agreement

☐ I attest that the proposal submitted accurately reflects the content and procedures of the symposium.
☐ I shall ensure that the content is presented as submitted in this application.
☐ I understand that if substantial changes in the content or procedures of the symposium are made, I must submit a new proposal.
☐ I understand that CCR&R Agencies may randomly monitor any approved symposiums for observation and/or quality control purposes.
☐ I attest that the content does not constitute copyright infringement.
☐ I assume the role of CCR&R ambassador through development of knowledge and understanding pertaining to CCR&R services, staff and opportunities. As a CCR&R ambassador, a CCR&R Instructor refers caregivers to the CCR&R Agency for professional development.
☐ I will maintain open communication with CCR&R Agencies regarding the symposium planning, progress, completion and concerns/needs.
☐ I will provide timely notification if unable to provide a scheduled symposium.
☐ I understand that violation of any of the above statements may place approval of this or future training approval applications in jeopardy.
☐ I hereby agree to abide by the conditions set forth in this Symposium Presenter and Workshop Proposal agreement.

I hereby agree to abide by the conditions set forth in this Agreement.

<table>
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<th>Signature</th>
<th>Date</th>
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<tr>
<td>Name &amp; Title</td>
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Please submit the Symposium Presenter and Workshop Proposal form and additional requested materials to:
Regional Training Specialist
Child Care Resource & Referral

For Office Use Only

<table>
<thead>
<tr>
<th>Date Received</th>
<th>Date Decided</th>
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<tr>
<th>Decision (check one)</th>
<th>Date Decided</th>
<th>Expiration Date</th>
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<tr>
<td>☐ Approved</td>
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<td>☐ Denied</td>
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Reason for Denial: 

146 | 11/2018  www.iowaccrr.org | 3
Annual Training Plan

- CCR&R Agencies shall submit an annual training plan to the Iowa Department of Human Services. The annual training plan shall include evidence that the plan is:
  - Responsive to the educational needs identified in the region
  - Reasonably accessible to child care providers in the region
  - Reasonably offer enough training hours in the 8 different CDA content areas
  - Reasonably offer enough NAC approved training hours

- Each CCR&R Agency shall follow established procedures to solicit local input into the development of the training plan. The CCR&R State Network will review and approve the annual training plans prior to the new fiscal year.

Iowa Child Care Provider Training Registry

- CCR&R Agencies will use the Iowa Child Care Provider Training Registry for every training that offers DHS training credit hours.
- CCR&R Agencies will enter attendance into the Iowa Child Care Provider Training Registry within 5 business days of receiving the sign-in sheet from the training event.

Certificates

- CCR&R Agencies and their co-sponsors will only provide certificates to participants who have met all the policies outlined in this handbook.
- *Certificates of Attendance* shall be provided upon completion of each approved training event and shall include:
  - The name of the participant typed
  - The title of the training
  - The date(s) of the training lessons or modules
  - The CDA content area addressed
  - The CCR&R logo
  - The name of the instructor
  - The number of contact hours
  - The indication of how the training was delivered (i.e. group setting, online, etc.)
  - The name and logo of the co-sponsor (if applicable)
  - Original or electronic signature of CCR&R representative and Instructor

Additional Expectations

- CCR&R Agencies will be expected to participate in statewide orders for training materials.
- CCR&R Agencies will be expected to provide the instructors with the required paperwork.
  - Sign-in sheets
  - Participant manuals
  - Evaluation forms
  - Business reply return envelope as appropriate
- CCR&R Agencies will be expected to maintain their sign-in sheets from the previous 5 years.
- CCR&R Agencies will be expected to maintain attendance in an electronic database.
- CCR&R Agencies will be expected to follow the policies and procedures outlined in this handbook.
Exceptions and Appeals to Policy

Exceptions Procedure

- A request for an exception to these policies and procedures may be submitted in writing to the Regional Training Specialist. The request should be in the form of a letter describing the exception requested and the reason(s) for the exception.

- The Regional Training Specialist will consult with another Regional Training Specialist and provide a decision in writing within 10 business days of the request.

- If the applicant is not satisfied with the decision, the decision may be appealed using the established appeal process.

Appeals Procedure

- If an applicant is not satisfied with the decision of the Regional Training Specialist regarding a CCR&R Instructor, training or exception to policy decision, the applicant may submit a written appeal within thirty days of the decision to the CCR&R Regional Director.
  
  o The appeal should be in the form of a letter describing the decision and the reason(s) for dissatisfaction with the decision. The appellant may submit supporting documentation/evidence with your appeal letter.

  o The CCR&R Regional Director will forward the appeal and the response of the Regional Training Specialist to the DHS State Team Coordinator within seven business days of the receipt of the appeal.

  o The DHS State Team Coordinator will facilitate the review of the appeal with an appeal review team (including a minimum of two objective Regional Training Specialists).

  o The appellant will receive a decision in writing (includes e-mail responses) within 30 days of the appeal date. The decision of the appeal review team is final.
Helpful Websites

Child Development Associate (CDA) Credential
- http://www.cdacouncil.org/about/cda-credential

Iowa DHS Tools, Trainings and Resources

Iowa Child Care Provider Training Registry
- https://ccmis.dhs.state.ia.us/TrainingRegistry/Home.aspx

Iowa Early Learning Standards

NAEYC Code of Ethical Conduct Supplement for Early Childhood Adult Educators

National Association for the Education of Young Children (NAEYC) Code of Ethics
- https://www.naeyc.org/resources/position-statements/ethical-conduct

Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education
- https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF

West Ed
- https://www.wested.org