

TRAINING APPROVAL BOARD POLICIES AND PROCEDURES

March 2005

Note: This document is periodically reviewed and revised as needed; the current version is available on the CCAC website. Trainers are required to adhere to current TAB Policies and Procedures. Keep this document in a safe place and refer to it as necessary.



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TRAINING APPROVAL BOARD POLICIES AND PROCEDURES

Note: This document is periodically reviewed and revised as needed; the current version is available on the CCAC website. Trainers are required to adhere to current policies and procedures. Keep this document in a safe place and refer to it as necessary.

CCAC approved trainers are obligated to read and adhere to the content herein as well as the content in the Trainer Code of Ethics. Non-compliance and violation of the Training Approval Board Policies and Procedures or the Trainer Code of Ethics may result in retraction of trainer approval status.

These policies and procedures and the Trainer Code of Ethics are designed to ensure that all training participants receive proper credit hours they deserve; to ensure CCAC has consistency over the entire system of training; and to ensure CCAC continues to have credibility within the early care and education community.

NOTE: Terms in **underlined bold italics** are viewable and/or downloadable from the CCAC website at www.ctcharts-a-course.org.

THE TRAINING APPROVAL BOARD (TAB)

The Training Approval Board (TAB) was established to provide oversight for all training components of Connecticut Charts-A-Course's voluntary training system including training curriculum and delivery; trainer qualifications and responsibilities; and structure and operation of the Training Approval System, known as the Training Approval Board (TAB).

TAB is a volunteer group of professionals from community based provider and training agencies; early education and school age care professionals; state agencies; local school districts and higher education institutions that represent a wide range of educational backgrounds and expertise.

TRAINING APPROVAL BOARD FUNCTIONS

The Training Approval Board's primary functions are to:

1. Maintain standardized curriculum for the over 350 hours of related topics in the eight Core Areas of Knowledge
2. Provide oversight of the 180 hours of CCAC approved training in the Core Areas of Knowledge delivered through the Module sequence;
3. Ensure access to CCAC approved training for professionals who work with children in a variety of settings;
4. Maintain a system for the approval of trainers;
5. Ensure trainer qualifications are met;

6. Implement an appeal process for workshops/trainers that are not approved by the system;
7. Provide for quality assurances within the training approval system; and
8. Review and revise Training Approval Board policies and procedures as needed.

ORGANIZATIONS REPRESENTED ON THE TRAINING APPROVAL BOARD

- Child Development Associate Credential (CDA)
- Connecticut Association for the Education of Young Children (CAEYC)
- Connecticut Charts-A-Course (CCAC)
- Connecticut Charts-A-Course Accreditation Facilitation Project (CCAC AFP)
- Connecticut Family Day Care Association Network (CFDCAN)
- State Department of Education
- Department of Higher Education
- Department of Public Health
- Department of Social Services
- Hispanic Health Alliance/Centro de la Comunidad
- Regional Education Service Centers (RESC)
- School Readiness
- Special Education Resource Center (SERC)
- State Day Care Directors Forum

TRAINER REQUIREMENTS

In commitment to the high standards of CCAC, the CCAC Training Approval Board (TAB) has established specific education and experience requirements for approving trainers for delivery of Overview and Related topics in the CCAC Core Areas of Knowledge. In order to ensure best practices within the field of Early Care and Education, the TAB reviews and modifies trainer approval requirements as needed.

Trainers must fulfill one of the four criteria below:

1. Current CDA and/or 12 Early Childhood Ed./Child Dev. credits* PLUS 4 years of experience working as a child care provider and 2 years of responsibility for professional growth of another adult.
2. Associate's Degree in either Early Childhood Education, Child Development or Home Economics PLUS 2 years of experience working directly with children as a child care provider and 2 years of responsibility for professional growth of another adult.
3. Bachelor's, Master's or Doctorate Degree in either Early Childhood Education, Child Development, or Home Economics PLUS 1 year of experience working directly as a child care provider and 1 year of responsibility for the professional growth of another adult.
4. Other: Due to the diverse nature of CCAC's Core Areas of Knowledge, college degrees of potential trainers are not limited to the field of Early Childhood Education and School-Age Care.

**3 of these credits must be either Introduction to Early Childhood Education, Child Development, Child Psychology, Developmental Psychology or CDA coursework.*

Additional criteria must be met in order for trainers to deliver any of the following:

The following guidelines have been reviewed, created and/or approved by TAB. TAB has had a policy of grandparenting individuals into the system to honor historic trainer approval when new guidelines have been established.

1. DELIVERY OF OVERVIEW TOPICS:

Policy: (Created and approved 1999) In order to deliver Overview topics, trainers must have at least an Associates Degree in Early Childhood Education (ECE). **Rationale:** Trainers with an Associates Degree in ECE have an integrated, broad based, well-rounded knowledge of domains of child development and pedagogy to facilitate discussion and answer participant questions.

Grandparenting Policy through January 1, 2010.:

- a. Trainers that have been approved to deliver Overview topics to date (March 2005) are grandparented into the system. These trainers may continue to provide training in the Overview topics through January 1, 2010, at which time this policy will sunset.
- b. Beginning September 1, 2005, all grandparented trainers must submit proof of their professional development activities (such as photocopies of certificates of attendance) related to the Overview topics completed over the past two years.
 - i. Submission of professional development activities must be sent to CCAC Curriculum Development Specialist within 90 days of September 1, 2005.
 - ii. Lack of submission of professional development activities will result in TAB review of the trainer's grandparented status and may result in loss of grandparented trainer approval.
- c. All trainers will be randomly observed for quality of training by the Quality Assurance System.
- d. **TAB reserves the right to review and/or retract trainer status if (required) technical assistance is not met.**

2. DELIVERY OF STRANDS OF TRAINING:

Policy: (Created and approved in 2004) In order to deliver training in any of the Strands of Training below, the trainer must do all of the following:

- a. Show evidence of a 3 credit college course from a (regionally) accredited college, university or institution of higher education accredited by the Board of Governors of Higher Education in each Strand area they wish to deliver;
- b. Attend the mandatory train-the-trainer session(s);
- c. Attend any accompanying follow-up training.

Current Strands of Training in the Core Areas of Knowledge include:

- a. Health & Safety
- b. Inclusive Child Care
- c. Early Language & Literacy
- d. Infant/Toddler
- e. CDA
- f. Safe With You: Child Abuse

Grandparenting Policy through January 1, 2010.:

- a. Trainers that have been approved to deliver any of the above Strands to date (March 2005) are grandparented into the system. Grandparented trainers may continue to provide training in the Strands of Training through January 1, 2010, at which time this policy will sunset.
- b. Grandparented trainers are strongly encouraged to take a 3 credit college course at a (regionally) accredited college, university or institution of higher education accredited by the Board of Governors of Higher Education in each Strand area they have been approved to deliver.
- c. Beginning September 1, 2005, all grandparented trainers must submit proof of their professional development activities (such as photocopies of certificates of attendance) related each Strand the trainer has been approved to deliver completed over the past two years.
 - i. Submission of professional development activities must be sent to CCAC within 90 days of September 1, 2005.

- ii. Lack of submission of professional development activities will result in TAB review of the trainer's grandparented status and may result in loss of grandparented trainer approval.
- d. All trainers will be randomly observed for quality of training by the Quality Assurance System.
- e. **TAB reserves the right to review and/or retract trainer status if (required) technical assistance is not met.**

3. **DELIVERY OF WORKSHOPS BY DUAL TRAINERS:**

Policy: (Created and approved in 2001):

- a. If either of the 2 trainers is from outside the field of early childhood education, then one of the trainers must be a CCAC approved trainer; the other is considered a visiting trainer and does not need approval. However, if this visiting trainer will be working with their colleagues and delivering this training on a regular basis, the trainer must be approved as a CCAC trainer.
- b. If the 2 trainers are from the field of early childhood education, then both trainers must be CCAC approved trainers.

TRAINER-the-TRAINER SESSIONS

All trainers must attend (mandatory) train-the-trainer sessions and any accompanying follow-up training if they wish to deliver any part of the CCAC Core Areas of Knowledge.

TRAINER STATUS

All CCAC approved training must be delivered by ACTIVE CCAC approved trainers. An ACTIVE CCAC approved trainer is one who has signed and returned the TAB Policy and Procedure Verifying Information Page at the end of this document as well as received a letter of approval from CCAC stating level on the CCAC career ladder and what Overview and/or related Core Areas of Knowledge topics the trainer has been approved to deliver.

CCAC will not award credit hours to training participants for attending non-CCAC approved workshops or workshops delivered by non-CCAC approved trainers.

If you have questions on a CCAC trainer's status or have not communicated with CCAC in the last 6 months, please contact CCAC **immediately**. Your trainer status may not be activated, meaning you are not considered a CCAC approved trainer.

CORE AREAS OF KNOWLEDGE

The 350 hours of CCAC approved training in the eight **Core Areas of Knowledge** (a listing of all Core Area topics is on the CCAC website) is modeled after the Child Development Associate (CDA) credential and represents the basic and fundamental child development information CCAC believes all childcare providers, irregardless of setting, need to know. It is **entry-level training** designed for people who have little or no knowledge of child development or who have not yet earned a Child Development Associate (CDA) credential or college credits in Child Development or Introduction to Early Childhood Education. **Training participants should take EITHER CCAC approved training in the Core Areas of Knowledge or college credits, but not a combination of the two.**

Because the CCAC approved training is entry-level, **no tests or exams should be given** to training participants that evaluate their overall training performance. Training participants should feel at ease in a comfortable, stress-free training environment.

Each Core Area has an Overview Topic (3 hours) and additional Related Topics (90 minutes, unless otherwise noted by CCAC). The CCAC eight Core Areas of Knowledge are:

- Core Area A: Providing a Safe, Healthy and Purposeful Learning Environment
- Core Area B: Learning about Child Growth and Development
- Core Area C: Advancing Children's Physical and Intellectual Development
- Core Area D: Advancing Children's Social and Emotional Development
- Core Area E: Managing an Effective Program
- Core Area F: Establishing Mutually Productive Relationships with Families
- Core Area G: Assessing Children's Learning and Development
- Core Area H: Advancing Professionalism

In order to best prepare for the training requirement for the CDA and/or possible translation of CCAC training into college credit (see Pathways Exams section), training participants are strongly encouraged to complete 180 hours of training: 22.5 hours of training in each Core Area of Knowledge by taking one Overview Topic and 13 additional Related Topics (see **Module Step Ladder** on CCAC website).

The CCAC approved training represented in the Core Areas of Knowledge is designed to provide accessibility, flexibility and transferability of high quality training to early education and school age care providers.

OUTLINES IN THE CORE AREAS OF KNOWLEDGE

The CCAC Core Areas of Knowledge represents over 350 hours of standardized and approved training, equaling over 210 standardized outlines. By signing the Verifying Information Page at the end of this document, trainers agree to deliver the content and utilize required trainer materials in each CCAC curriculum outline.

The CCAC outlines are meant to be a guide for trainers, detailing the content that must be covered in each training; however, trainers use their own expertise to decide how the content is actually delivered.

CCAC does not require nor does it accept workshop outlines submitted for approval. For possible approval on curricula that is not reflected in the Core Areas of Knowledge, complete the **Application for Curriculum Approval** downloadable from the CCAC website. This document describes the curricula submission and approval process in detail.

STRANDS OF TRAINING IN THE CORE AREAS OF KNOWLEDGE

The CCAC curriculum (the Core Areas of Knowledge) is an evolving entity, needing constant revision to meet the standards put forth by such organizations and agencies (but not limited to) as NAEYC, the CT SDE, American Academy of Pediatrics, as well as infuse current scientifically research-based knowledge. As such, embedded within the Core Areas of Knowledge are several strands of training that have been developed and/or revised to meet the above criteria. All CCAC approved curriculum was reviewed and approved by the CCAC Training Approval Board (TAB).

1. HEALTH AND SAFETY STRAND: 12 HOURS OF TRAINING

CCAC worked with the Child Health and Development Institute (CHDI) and a well known Connecticut Health and Safety specialist (member of Healthy Child Care Connecticut, professor and nurse) to

develop and implement crucial health and safety revisions into The Core Areas of Knowledge. Using the widely acclaimed American Public Health Association and American Academy of Pediatrics manual and video series titled Caring for Our Children- National Health and Safety Performance Standards: Guidelines for Out of Home Child Care Programs as a resource for revisions, critical changes were infused into CCAC Core. (This manual and video series is also supported by NAEYC.)

Trainers are required to purchase the Caring For Our Children manual and video series if they want to deliver the Health and Safety curriculum; participants are required to use the document Stepping Stones to Using Caring for Our Children (this is a free, downloadable resource available from the National Resource Center for Health and Safety in Child Care (<http://nrc.uchsc.edu>) or can be obtained in hardcopy format by writing the National Maternal and Child Health Clearinghouse (NMC2070) Chain Bridge Road, Suite 450, Vienna, Virginia 22182-2536 FAX 703.821.2098) as they are interactive components to successful delivery and acquisition of curriculum content.

2. EARLY LANGUAGE AND LITERACY STRAND: 15 HOURS OF TRAINING

CCAC worked with the Connecticut State Department of Education on the Striving To Achieve Reading Success (STARS) grant and an Early Language and Literacy expert to develop and implement scientifically based reading research into The Core's literacy curriculum. Trainers are required meet all trainer requirements if they want to deliver the Early Language and Literacy curriculum.

3. INCLUSIVE CHILD CARE STRAND: 18 HOURS OF TRAINING

CCAC worked with the University of Connecticut's Department of Pediatrics Division of Children and Family Studies to develop and implement this 18 hours of training. Trainers are required to meet all trainer requirements if they want to deliver the Inclusive Child Care strand. Participants taking the CCAC approved Training Program in Child Development are required to take this 18 hour training.

4. INFANT/TODDLER STRAND: 31.5 HOURS OF TRAINING

CCAC worked with Norwalk Community College to revise the existing and create the current infant and toddler curriculum.

5. CHILD DEVELOPMENT ASSOCIATE (CDA) STRAND: 31.5 HOURS OF TRAINING

CCAC worked with Norwalk Community College to create the current Child Development Associate (CDA) curriculum. This 31.5-hour workshop based curriculum prepares individuals to meet CDA requirements.

6. KITH AND KIN STRAND: 15 HOURS OF TRAINING

CCAC worked with Bank Street College's nationally known Kith and Kin expert Toni Porter as well as state experts to create 15 hours of Kith and Kin curriculum specifically targeted to this childcare provider population.

7. MEDICATION ADMINISTRATION: 3 HOUR TRAINING

Created and continually revised by Healthy Child Care Connecticut, this 3 hour training is highly recommended to be taken early in the module training.

8. SAFE WITH YOU: CHILD ABUSE TRAINING: 4.5 HOURS OF TRAINING

Created by Prevent Child Abuse Connecticut, a program of the Wheeler Clinic, this 4.5-hour of training is the only child abuse and neglect training approved by CCAC.

To purchase a copy of the required Safe With You (related topics A 26: 3 hour training and A 27: 1.5 hour training) child abuse curriculum, please contact Prevent Child Abuse CT.

9. Early Childhood Oral Health: 1.5 HOUR TRAINING

Created in conjunction by the Connecticut Health Foundation, the Department of Public Health and Connecticut Charts-A-Course and funded by the Child Health and Development Institute, this newly revised related topic highlights major areas of Early Childhood Oral Health and how early childhood educators are facilitators and supporters of this process.

Approved trainers were taught how to incorporate the supplemental slides from the "Open Wide" curriculum created by the Department of Public Health and received the PowerPoint presentation to use in their future "Early Childhood Oral Health" trainings.

NOTE: Specialized approval is required for trainers to deliver either the Inclusive Child Care, Early Language and Literacy strands, Medication Administration or Early Childhood Oral Health workshop. Approval is granted when trainers have either attended a Train-the-Trainer session or met the approval of TAB. **Trainers approved to deliver the Inclusive Child Care, Early Language and Literacy, Medication Administration and Early Childhood Oral Health** strands/workshops is downloadable from the CCAC website.

TRAINER MATERIALS

CCAC approved trainers delivering the CCAC approved Training Program in Child Development administered by Wheeler Clinic are obligated to follow the criteria and protocol detailed in their agency contract.

Non-CCAC approved trainer materials are not honored. If used, CCAC will not give credit hours to training participants.

For each CCAC approved workshop presented, CCAC approved trainers are expected to adhere to the general guidelines to high quality training below and use the following trainer materials in the ways described: CCAC outlines, attendance sheets, trainer evaluations, participants evaluations

1. **Standardized Outlines:**

Trainers must adhere to all curriculum outline guidelines noted in these TAB Policies and Procedures, deliver all curriculum outline content areas and use required outline materials when applicable. Trainers must have knowledge of the workshop content, meet all workshop objectives and clearly articulate knowledge of the workshop content to the audience using a variety of teaching techniques, including, but not limited to: lecture, PowerPoint, video, group discussion, role playing, handouts, overheads.

2. **CCAC Attendance Sheet:**

- a. Attendance sheets are personalized to each trainer and date of training.
- b. DO NOT photocopy attendance sheets and/or use them multiple times.
- c. Attendance sheets are emailed to trainers as requested.
- d. In order to open the CCAC attendance sheets that are emailed to trainers, you must have **SNAPSHOT VIEWER** installed in your computer. If you do not have snapshot viewer installed in your computer, please take a few minutes to install it now.
 - i. Go to the following website:
<http://www.microsoft.com/accessdev/prodinfo/snapshot.htm> ;
 - ii. Click on the "Download Snapshot Viewer" section at the top of the page
 - iii. Following the instructions you see on your computer
 - iv. When the download is complete you will be able to open the CCAC attendance sheets.
- e. How to use attendance sheets:
 - i. Distribute CCAC Attendance Sheet: Have training participants sign-in at the beginning of the workshop.

1. Participants who come after the training has begun should NOT sign the attendance sheet and will not get CCAC credit for completing the workshop.
- ii. Distribute CCAC Attendance Sheet: Have training participants sign-out at the end of the workshop.
 1. Participants who leave before the end of the training should NOT sign-out on the attendance sheet and will not get CCAC credit for completing the workshop.
- f. Mail filled out attendance sheets to CCAC, Attention Curriculum Development Specialist, within 2 weeks of training.

3. Evaluations:

In an effort to uphold the value and integrity of all CCAC approved trainings, the following resourceful criteria listed below are used to evaluate training performance. These evaluations are used for reflection of achievement of workshop objectives and for continuous improvement of trainer presentation skills. **Evaluations** are downloadable from the CCAC website.

- a. Trainer Evaluation Form: Complete one Trainer Evaluation Form for each workshop presented.
- b. Participant Workshop Evaluation Form: Have training participants complete one Participant Workshop Evaluation Form for each workshop presented.

4. Certificates of Completion:

CCAC approved trainers are required to distribute Certificates of Completion to all CCAC approved training participants who have stayed for the entire 1.5 or 3 hour training or a complete Module. A sample **Certificate of Completion** is downloadable from the CCAC website. The wordage seen here must be intact but feel free to reformat the certificate to your aesthetic needs.

5. At the completion of each CCAC approved training, mail all participant evaluations, your trainer self evaluation and workshop attendance sheet to CCAC, attention Curriculum Development Specialist.

6. Workshop Request Form:

If you are in need of outlines and attendance sheets, please use the **Workshop Request Form** downloadable from the CCAC website. Mail/email the Workshop Request Forms to the attention of the Curriculum Development Specialist. Please allow at least 2 business weeks (10 days) to process your request.

GENERAL GUIDELINES to HIGH QUALITY TRAINING
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CCAC approved trainers are expected to deliver high quality workshops. In delivering a high quality workshop, a trainer must adhere to the following general guidelines to high quality training:

1. **Professional atmosphere/professional ethics:** The CCAC Trainer Code of Ethics (see page 15) details the professional code and conduct all CCAC approved trainers are expected to display. Trainers are strongly encouraged to review NAEYC's Code of Ethical Conduct and Statement of Commitment as well as the Code of Ethical Conduct: Supplement for Early Childhood Adult Educators, a joint position statement of NAEYC, the National Association of Early Childhood Teacher Educators (NAECTE), and American Associate Degree Early Childhood Teacher Educators (ACCESS). This Supplement addresses the ethical responsibilities that face teacher educators in 2- and 4-year degree-granting institutions. Many of its provisions are applicable to early childhood

educators who provide training to adults in early childhood care and education settings. Both Codes are available at www.naeyc.org. Go to Resources then Position Statements

2. **Curriculum Content:** Trainer must deliver all curriculum outline content areas and use required outline materials when applicable (see Trainer Material section page 10).
3. **Knowledge of the workshop content:** Trainer must clearly articulate knowledge of the workshop content to the audience.
4. Trainer must **meet workshop objectives** using a variety of teaching techniques, including, but not limited to: lecture, PowerPoint, video, group discussion, role playing, handouts, overheads.
5. **Curriculum Organization:** Smooth transition to different curriculum topics, as well as consist delivery of curriculum content, is important for optimal participant acquisition of knowledge.
6. **Class size:** Trainer must have only 25 participants per training in a single class session. If there are more than 25 participants, than 2 CCAC approved trainers must be present to ensure hands-on learning, engagement of participants in class discussions, facilitation of knowledge acquisition, etc.
7. **Room arrangement/furnishings:** An environment conducive to positive learning outcomes is one that allows for connections between trainer and participant to be established. See Appendix A (page 17 – 18) for sample room arrangement options.
8. **Adult learning styles:** Trainer must be sensitive to the unique nature of the adult learner. Trainer presentation style should incorporate aspects of adult learning styles/principles/theory/practice.
9. **Teaching Techniques:** All teaching techniques (lecture, video, group discussion, role playing, handouts, overheads) should be relevant to the topic and discussed with participants with regard to their relevance; discussion should focus on how this information could be helpful in participants work environments with children
10. **Cultural sensitivity:** Trainer must be sensitive to the diverse nature of the audiences for which they train.
11. **Start/end time:** It is imperative to start and end workshops on time. All CCAC approved Overview Topics are 3 hours long; all CCAC approved related topic trainings are 90 minutes long (unless otherwise noted).
12. **Preparedness:** Trainer must be prepared for all questions that may arise from participants as well as have access to multiple resources.

MODULES

CCAC strongly encourages training participants to complete the 180 hours of the CCAC approved training in the Core Areas of Knowledge over four Modules (see ***Module Breakout Step Ladder*** on the CCAC website).

CERTIFICATE OF PROFESSIONAL RECOGNITION & CAREER LADDER ADVANCEMENT

CCAC members are issued a CCAC Certificate of Professional Recognition and advance on the CCAC ***career ladder*** (see CCAC website to view CCAC career ladder) when the following criteria set forth by TAB are met:

1. Training participant has a complete Membership Application on file with CCAC
2. Training participants have taken Module I, Module II, Module III and Module IV sequentially.

WHAT TRAINING PARTICIPANTS CAN DO WITH THEIR CCAC APPROVED TRAINING

Training participants who have completed the entire 180 hours of CCAC approved training can use this training in the ways listed below. If training participants are interested in pursuing any or all of the options below, please have them contact the CCAC Admission and Retention Counselor (see Resource Section, page 14, for contact information) for individualized early childhood career counseling.

1. Toward the training requirement for a CDA credential
2. Translate the 180 hours of training into college credit (see ***Early Childhood Pathways Exams*** section below and on the CCAC website).
3. Receive a Certificate of Professional Recognition from CCAC

CCAC APPROVED TRAINING CANNOT BE USED TO RENEW A CDA CREDENTIAL. In order to renew a CDA, CCAC advises taking a 3-credit college class, as college credits can build toward an associate's degree and advance you up on the CCAC career ladder.

EARLY CHILDHOOD PATHWAYS EXAMS

Early Childhood Pathways Exams can help turn early childhood experience and workshop training into 6 college credits by testing knowledge in two subjects: Introduction to Early Childhood Education and Child Developmental Psychology.

In order for training participants to best prepare for taking these two exams, CCAC strongly encourages training participants to do the following:

1. Complete the entire 180 hours of CCAC approved training in the Module sequence
2. Acquire the two Pathways Exams study guides
3. Spend at least 6 months reviewing and preparing for the exams

Individuals interested in registering for either exam or to acquiring the study guides need to contact Charter Oak State College to at 860-832-3820. Current cost for each exam is \$70.

CONTINUING EDUCATION UNITS (CEU's)

CCAC is not an approved CEU provider. People taking CCAC approved training cannot receive CEU's, but do receive CCAC hours that can be applied toward the training requirement for the CDA and/or they can choose to take the Early Childhood Pathways exams (see above) to translate their CCAC hours into college credit.

CCAC does not recognize Continuing Education Units (CEU's) because CEU's can not be used to advance individuals up the CCAC career ladder. CEU's are designed for people who already have a college degree.

The Council for Professional Recognition (who administers the CDA) recognizes CEU training as appropriate training to satisfy the CDA Renewal training requirement. However, CCAC advises taking a 3-credit college class to renew a CDA, as college credits can build toward an associate's degree and advance individuals up the CCAC career ladder.

QUALITY ASSURANCE SYSTEM

The CCAC ***Quality Assurance System*** (QAS) (see CCAC website for complete information on the QAS) is designed to ensure and document the credibility and reliability of Core Area of Knowledge curriculum content and delivery, create a more highly specialized training experience for participants as well as provide an ongoing professional development experience for CCAC approved trainers. The Quality Assurance System provides comprehensive support and assessment for CCAC approved trainers to ensure excellence in workshop delivery. TAB defined the criteria for random observers as well as the qualifications, knowledge, skills, and other components CCAC approved trainers need to possess and exhibit in order to ensure training participants learn and perform at high levels.

The purposes of the Quality Assurance System are to ensure:

1. The integrity of CCAC approved trainings are preserved by making sure all CCAC approved outline components are met, leading to consistency of curriculum content delivery statewide.
2. Trainer delivery takes into account the unique characteristics of the adult learner.
3. Training participants are receiving high quality early childhood education workshop trainings from high quality CCAC approved trainers.
4. Trainers are knowledgeable about effective teaching practices.
5. A trainer evaluation process is maintained that identifies areas of strength, recognizes and acknowledges superior performance, identifies areas that need improvement and defines trainer technical assistance options as necessary.

The Quality Assurance System components:

1. Random observation: Trainers need to be prepared for unannounced, random observations
2. Trainer Self-Evaluation Form: Trainer completes this and submits it to CCAC
3. Post Observation Report and meeting: 2 observers submit the completed Random Observation Instrument to CCAC Curriculum Development Specialist; Curriculum Development Specialist meets with trainer to discuss Random Observation Instrument findings and (required) technical assistance.
4. Follow up technical assistance

TAB reserves the right to review and/or retract trainer status if (required) technical assistance is not met.

TRAINER TECHNICAL ASSISTANCE

CCAC supports the professional development of CCAC approved trainers presenting skills by offering a variety of suggestions for helpful and resourceful technical assistance such as:

1. Train-the-Trainer Day: Check the CCAC website for upcoming Train-the-Trainer sessions.
2. List of veteran trainers new trainers can observe.
3. Random Observation of your training.
4. Mentoring: Not available at this time.

PROFESSIONAL DEVELOPMENT FOR CCAC APPROVED TRAINERS

CCAC approved trainers are strongly recommended to attend no less than one Professional Development training every year:

1. Suggested Professional Development training topics may include, but are not limited to:
 - a. Adult Learning

- b. Presentation Skills
- c. Public Speaking
- d. How to Develop a Workshop
- e. Coaching for improved workshop performance
- f. Ice Breakers
- g. Content areas such as Early Childhood Education, Child Development, School Age Care, Inclusive Child Care, Early Language and Literacy, etc.

TAB APPEAL PROCESS

TAB is available to review appeals for workshops and/or trainers that are not approved by the system. In order to do so, submissions must be put in writing, addressed to the Connecticut Charts-A-Course Training Approval Board Chairperson, and mailed/emailed to the CCAC Curriculum Development Specialist. TAB meets physically twice a year, usually in March and in September. Appeals will be reviewed and responded to accordingly.

SUGGESTIONS FOR TRAINING APPROVAL BOARD SYSTEM IMPROVEMENT

While the current training system operates efficiently, CCAC respects and welcomes suggestions for training system improvement. In order for suggestions to be considered they must not conflict with the value and integrity of the current training system and they must be congruent with the measurable objectives set forth by CCAC's funder. All suggestions must be put in writing; addressed to the Connecticut Charts-A-Course Training Approval Board Chairperson, and mailed/emailed to the CCAC Curriculum Development Specialist. TAB meets physically twice a year, usually in March and in September. Suggestions will be reviewed and responded to accordingly.

RESOURCES

- CCAC website: www.ctcharts-a-course.org
- CCAC Curriculum Development Specialist: Colleen M. Brower, M.Ed; (phone) 203-397-4007; (fax) 203-397-4035; email address: cbrower@ctcharts-a-course.org
- CCAC Admission and Retention Counselor: Claudia Sawyer; (phone) 203-397-4027; (fax) 203-397-4035; email address: csawyer@ctcharts-a-course.org
- Charter Oak State College: (phone) 860-832-3800; (fax) 860-832-3999; website: www.cosc.edu
- Council for Professional Recognition (agency that administers the Child Development Associate (CDA) credential: (phone) 202-265-9090 OR 800-424-4310; (fax) 202-265-9161; website: www.cdacouncil.org

TRAINER CODE of ETHICS

As a Connecticut Charts-A-Course approved Trainer, I recognize my responsibility to my profession, my trainees and myself. I will present an ethical, respectful and professional demeanor whenever I conduct myself as a Connecticut Charts-A-Course representative. I will abide by the National Association for the

Education of Young Children (NAEYC) Code of Ethical Conduct and Statement of Commitment as well as the Code of Ethical Conduct: Supplement for Early Childhood Adult Educators (both downloadable from NAEYC's website at www.naeyc.org. Go to Resources, then Position Statements) as the measure to which all in the field of early education and school age care should adhere.

I understand professionals in the field of early care and education have developed standardized curriculum outlines for the Connecticut Charts-A-Course Core Areas of Knowledge. As a Connecticut Charts-A-Course approved trainer, I agree to deliver the content in each Connecticut Charts-A-Course curriculum outline. The Connecticut Charts-A-Course curriculum outlines are meant to be a guide for the trainers to know what content must be covered in each workshop; however, trainers use their own expertise to decide how the content is actually delivered. Connecticut Charts-A-Course is held harmless from the delivery of the curriculum outline content and Connecticut Charts-A-Course will not be held liable for any incidents relating from their use.

I also understand that in presenting Connecticut Charts-A-Course approved workshops as an independent operator, I will not benefit from or show favor to any product, individual or institution. While workshop sessions will often include discussions of these issues, my Connecticut Charts-A-Course Trainer status must reflect a level of neutrality. That is, I will not participate in any interactions that may be considered a conflict of interest. Some examples of conflict of interest include, but are not limited to, the following: recruitment of trainees for employment opportunities, selling products that I have a financial interest in, or having a relationship with a trainee that may constitute a conflict of interest.

VIOLATION OF TAB POLICIES AND PROCEDURES

All CCAC approved trainers are obligated to read and adhere to the content herein. Non-compliance and violation of the Training Approval Board Policies and Procedures may result in retraction of trainer approval status.

VERIFYING INFORMATION

I agree to abide by the content in these Training Approval Board Policies and Procedures. I am aware that by signing this form and returning it to Connecticut Charts-A-Course, I am agreeing to be bound by all of the privileges and restrictions set forth in the Connecticut Charts-A-Course Training Approval Board Policies and Procedures.

In order to activate your trainer file, please sign and return to the CCAC Curriculum Development Specialist the attached VERIFYING INFORMATION PAGE to verify you have read, fully understand and agree to the above Training Approval Board Policies and Procedures.

<p align="center">TRAINING APPROVAL BOARD POLICIES AND PROCEDURES VERIFYING INFORMATION PAGE</p>

Please sign and return to the Connecticut Charts-A-Course Curriculum Development Specialist THIS PAGE ONLY in order to activate your trainer file so you can begin delivering Connecticut Charts-A-Course approved trainings.

I have read, fully understand and agree to the above Training Approval Board Policies and Procedures. I am aware that by signing this form and returning it to Connecticut Charts-A-Course, I am agreeing to be bound by all of the privileges and restrictions set forth in the Connecticut Charts-A-Course Training Approval Board Policies and Procedures. I fully understand that if I am in violation of any Training Approval Board policies and procedures my Connecticut Charts-A-Course trainer status may be revoked.

CCAC Trainer: Please PRINT Name

CCAC Trainer: Please SIGN Name

Date of Submission to CCAC



APPENDIX A

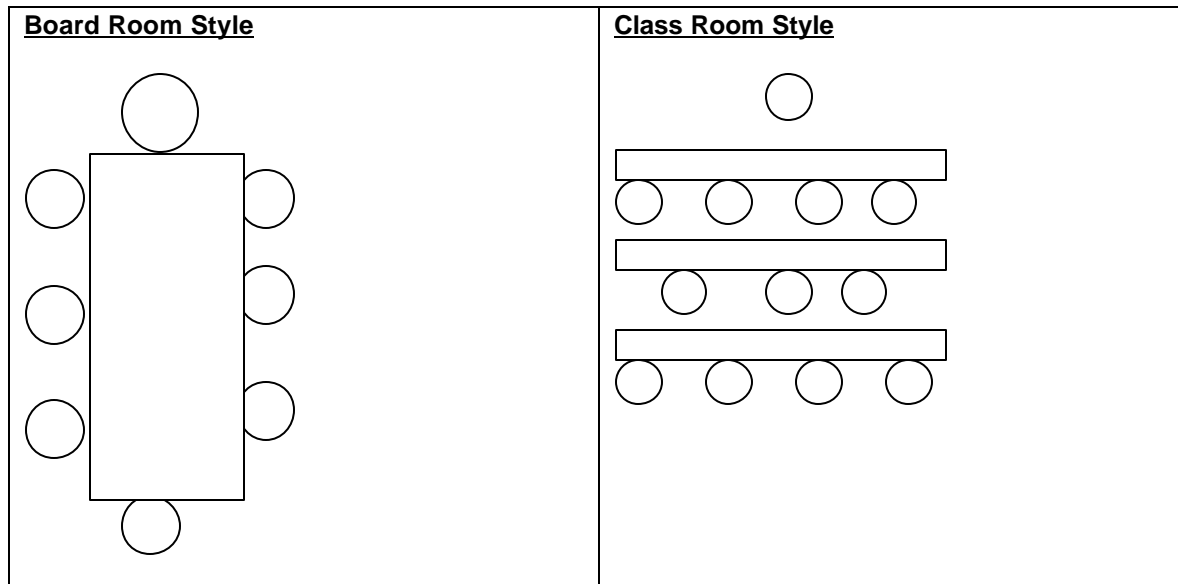
ROOM ARRANGEMENT OPTIONS

When arranging the room for your training, keep in mind the following:

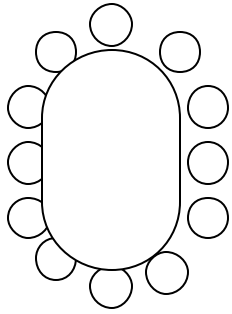
- Purpose of meeting
- Number of participants
- Size of room, width, and length
- Lighting and windows
- Doorways
- Acoustics
- Ventilation
- Room temperature
- Assigned or open seating
- Placement of audio and visual equipment

Be sure all training participants can see the trainer with no obstructions blocking the participants view. Furniture should be arranged to allow for such things like ease of movement in and out of the room as well as to work group areas within the room.

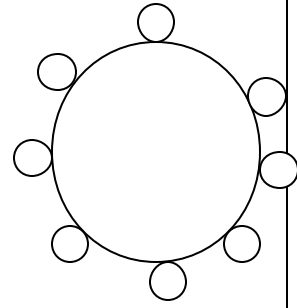
Room Arrangement Options: Here are some room arrangement options you may choose to use:



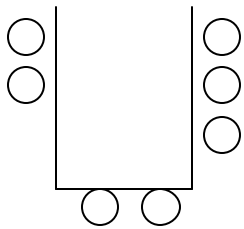
Oval Close Seating Style



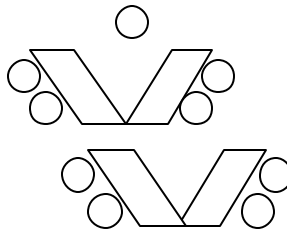
Circular Balanced Style



U Shaped Style



Herringbone Style



Small Group Style

