Fiscal Year (FY) 2016 – 2017

POLICIES & PROCEDURES

For the most current information about CCIP, training resources, and forms visit:

www.rrnetwork.org/ccip_quality

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The CCIP Policies & Procedures and CDE Program Requirements are available online, visit: http://www.rrnetwork.org/policies_procedures
1. PROJECT OVERVIEW

CCIP has two primary areas of focus:
1) Capacity building to increase the quantity of licensed family child care (FCC) homes (i.e., the number of FCC “slots” available in California)

AND

2) Quality improvement (i.e., improving the quality of care provided to young children in the FCC setting).

CCIP places particular emphasis on improving the quality care and early education for infants and toddlers.

2. CCIP PARTICIPANT DEFINITIONS

CCIP participants are counted according to the service area of the Child Care Resource & Referral agency (CCR&R) where they provide, or will provide, licensed FCC.

An individual becomes a CCIP participant once they meet any of the requirements for the categories listed below (Recruit, Trainee, etc.) AND the CCIP staff have provided some technical assistance or training to the individual.

| Potential New Recruit | ▪ Individuals who express interest in obtaining a FCC license from the State of California, Community Care Licensing (CCL)  
|                        | ▪ OR  
|                        | ▪ Individuals who are actively pursuing FCC licensure |
| New Recruit (NR) | ▪ Recipient of a FCC license by the end of the current contract year  
|                          | ▪ AND  
|                          | ▪ Received some CCIP TA before obtaining a FCC license |
| Expansion Recruit (ER) | ▪ Expansion categories:  
|                          | o FCC licensed capacity increased from small to large  
|                          | o Capacity changed to provision of care for one or more infant(s) and/or toddler(s) (exclusively or with mixed-ages)  
|                          | o Schedule changed to accommodate families needing non-traditional hours of care  
|                          | o Resumed providing care after FCC license inactive status was rescinded by CCL (following inactive period of at least 12 months). |
Active Training Participant

- Operates a licensed FCC, works in a licensed FCC, and/or is striving to obtain or expand a FCC license

  AND

- Completes at least one CCIP training during current contract year

Trainee (T)

- Operates a licensed FCC, works in a licensed FCC, and/or is striving to obtain or expand a FCC license

  AND

- By the end of the contract year, has completed a total of **25** hours of approved training based on the CCIP Training Modules Outline with at least five hours of training from each Module area as indicated on below:

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Operating a Strong Family Child Care Business</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Health, Safety and the Learning Environment</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Developmental Needs of Children</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Professionalism and Provider Support</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Infants and Toddlers (content from Modules 2 and 3)</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total:** 25

**Note:** Participants do not need to complete the designated 25 hours of training within the same contract year. Training participants who completed fewer than 25 hours of required training as far back as FY 2010-11 may count those training hours toward the 25 hour training requirement, as long as the training counted is in alignment with the **CCIP Training Modules Outline** and is unduplicated.

Advanced Trainee (AT)

Must meet ALL of the following criteria:

- Operates a licensed FCC, works in a licensed FCC, and/or is striving to obtain or expand a FCC license

- Attained Trainee status in a previous contract year

- Completed some new CCIP training during the current contract year (i.e. training repeated by the participant may not be counted towards attaining Advanced Trainee status).

ATs may continue to participate in CCIP, as long as the local CCR&R does not choose to place time limitations on participation. (in high need service areas, it may be necessary to prioritize training for those who haven’t yet become Trainees).
### 3. OUTREACH AND TECHNICAL ASSISTANCE

#### Outreach

Information sharing about CCIP during in-person events and via emails, mailings, and websites to inform and involve the community, parents, and providers in the service area.\(^1\)

Outreach may be reported according to date, number and type of outreach:

- Blog post
- Email blast
- Mass mailing
- Outreach event
- Robo-call
- Telephone calls
- Website visits
- Other

Note: Collecting and submitting outreach data is optional.

#### Technical Assistance

The delivery of subject matter with customized support to develop or strengthen processes, knowledge application, or implementation of FCC services by participants.\(^2\)

Technical assistance will be collected by date, type, topic, and number of contacts.

**Type:**

- Email
- Home visit
- Mailing
- Office visit
- Telephone call
- Other

**Topic:**

- Business practices
- CCIP requirements
- Child care data
- Child development
- Referral to outside agency
- Referral to program at the CCR&R
- Community Care Licensing (CCL)
- Environment
- Higher Education
- Professional development
- Quality Rating Improvement System (QRIS)
- Working with families
- Other

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4. TRAINING GUIDELINES

CCIP training should incorporate learning experiences about topics, skills and dispositions relevant to family child care. All CCIP training needs to be:

- based on the content of the CCIP Training Modules Outline (Appendix I) and include meaningful goals and objectives
- conducted by professionals who have subject matter competence, as well as knowledge and skills to work effectively with adult learners.
- evidence-based and aligned with California Department of Education (CDE) publications and resources: (http://www.cde.ca.gov/sp/cd/re/cddpublications.asp)
- tracked in the CCIP Database (ccipquality.com) and must include training topics, duration and participants
- reported to the Child Development Training Consortium (CDTC) using data collected from Direct Service Participant Profile (PD) form questions

<table>
<thead>
<tr>
<th>Agency Training</th>
<th>Each CCIP contractor must provide at least 25 hours of training during the contract year. If a CCIP training session is offered but no participants attend it, that session may not be counted towards the 25 hour Agency Training requirement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Training</td>
<td>Online trainings hosted and facilitated by CCIP trainers (R&amp;R staff), such as a live webinar, may be considered agency training; however, only 10 hours of online training may count as part of the agency training requirement. And, no more than 10 hours of online training may count towards a participant’s Trainee requirement. Asynchronous training completed by CCIP participants may be counted as part of a Home Study Training independent session (see next page). Asynchronous training is not dependent on time or location, as opposed to synchronous training, which is conducted in real time with everyone in the same place at the same time.</td>
</tr>
<tr>
<td>Home Study Training</td>
<td>Home Study Trainings need to follow Training Guidelines and must receive approval from the CA CCR&amp;R Network before they can be utilized by CCIP participants. Submit completed Home Study Plans to your site’s Regional Coordinator for review. Once approved, Home Study Trainings may be posted on the CCIP webpage for other CCIP sites to replicate. A Home Study Training includes two required parts; each session must be completed within a month of the other, though not in a particular sequence:</td>
</tr>
</tbody>
</table>

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## Home Study Training, continued

### 1) Independent session

**CCIP participants complete on their own**

- Maximum length is 90 minutes
- May include reading materials, online component (e.g. CECO), or video
- Counts only after the corresponding in-person session has been completed
- Does *not* count as Agency Training
- A maximum of 10 hours may be counted towards an individual CCIP participant's training requirements
- Must be reported in the CCIP Database as “Independent Home Study” training

### 2) In-person session

**Conducted by a CCIP staff person for an individual or group**

- Must be the same length as the Independent Session or longer
- Does count towards the required 25 hour Agency Training minimum
- Must be reported in the CCIP Database as “My CCR&R” training

Once a Home Study Training has been completed, the time from both the Independent session and the In-person session counts towards meeting an individual participant’s training requirements.

See the CCIP webpage for:
- Home Study Plan template [http://www.rrnetwork.org/home_study_packets](http://www.rrnetwork.org/home_study_packets)

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### Training Collaboration with non-CCR&R agencies

- Sites may collaborate with other community agencies to provide training for CCIP participants, as long as the following criteria are met:
  - The presenter is not a CDE/EESD Quality Improvement contractor.
  - A CCIP staff person is present and engaged throughout the presentation.
- Sites may not count required Health, Safety and Nutrition EMSA-approved training or training provided by other CDE Quality Improvement Projects as CCIP training. (e.g., UC Davis, “Family Child Care at Its Best”; WestEd, “Program for Infant and Toddler Care [PITC]”). For more information, refer to Guidelines for **Collaboration between CDE/EESD Quality Office Funded Professional Development Projects and CCIP** (Appendix II).

## Training Collaboration with other CCR&Rs

- Sites may collaborate to provide CCIP training with other CCR&Rs.
- Participants should always receive credit for all CCIP training hours completed.
- CCR&Rs may only count the part of the training provided through the collaboration that the Agency conducted or paid for itself.
  - Incentives should be provided to participants by their “home” agency. (All licensed family child care programs are located within an area served by a particular CCR&R, referred to as a home agency.)
- Sites should report training as follows:
  - Report training under “Create Training” in the CCIP Database by checking the box: “Training Provided by Another CCR&R CCIP,” as applicable.
  - Report a training that is conducted jointly (e.g. co-presented, multiple-agency conference, etc.) by creating two separate training records:
    1. one for the portion delivered by the collaborating agency (as listed above, indicate “Training Provided by Another CCR&R CCIP”)
    2. the other for the part conducted by the home agency.
  - Direct Service Form and Direct Service SHORT Form (Professional Development Profile) data will be reported by the site hosting the training only; sites may include a Data Sharing Agreement (see Reports to the CDTC on page 11).

Note: The total number of training hours reported to CDE by collaborating entities for a specific collaborative training activity may not exceed the total number of hours of the event.

## Trainer Recommendations

- The [CCR&R Trainer Recommendations](#) (see Appendix III) provide guidance on best practices regarding agency trainer qualifications.
- The CCR&R Community Trainer Recommendations address trainer qualifications for trainers that CCR&Rs hire or otherwise work with (contractors, consultants, subject experts, etc.); a copy is available here: [http://www.rrnetwork.org/trainer_recommendations](http://www.rrnetwork.org/trainer_recommendations).
CDE Funding Recognition

When conducting outreach or advertising CCIP activities, sites must include notification that CDE is the project funder. Here are some examples of acceptable acknowledgement language to use on flyers, in newsletters, on CCR&R websites, etc.:

- “Funded by the California Department of Education (CDE), Early Education and Support Division (EESD)”
- “Partially funded by the California Department of Education (CDE), Early Education and Support Division (EESD)”

5. TRACKING FORMS

Sites are required to collect and input specific data using the CCIP Database. Site staff may opt to use tracking forms provided by the Network or may develop their own methods for gathering needed information. For sites that choose to use Network tracking forms, they can be accessed by visiting the CCIP webpage. Regardless of how CCIP data is tracked, all required data should be entered into the CCIP Database by the reporting due dates.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign-in Sheet</td>
<td>This required form tracks participation at group training events. The information collected will allow sites to report participant attendance, training dates and topics, and Module content areas.</td>
</tr>
<tr>
<td>Participant Record</td>
<td>This form is for collecting data about individual CCIP participants, including contact information, licensing dates, trainings completed, and technical assistance (TA) provided. Participant information should be gathered when a provider first joins the CCIP, and then updated as it changes.</td>
</tr>
<tr>
<td>Training Timeline</td>
<td>Used to plan training for the entire contract year. This form is submitted with the Project Plan.</td>
</tr>
<tr>
<td>Technical Assistance (TA)</td>
<td>Tracks the topic, amount, and type of TA provided to all CCIP participants per month (i.e., email, home visits, office visits, telephone calls, other).</td>
</tr>
<tr>
<td>Participant Training Record</td>
<td>This form tracks training hours by Module area and is intended for use by CCIP participants. The record is particularly useful for participants who attend training at multiple CCR&amp;Rs.</td>
</tr>
</tbody>
</table>
6. PROGRAM REPORTING

Most reports will be completed using the CCIP Database (www.ccipquality.com). The CCIP Database will be used for reporting quantitative data including information regarding: Participants, Training, Technical Assistance, and Professional Development Profiles. Reports that will be run using the database are marked with  carpenters (mouse icon) in the charts below. This data should be entered into the CCIP Database twice a year on January 20 and July 20. Network CCIP staff will run reports promptly after these due dates. Qualitative data will be captured in the Project Plan and Year-end Narrative. Fiscal data will be reported using the Budget Form, Mid-year and Year-end Fiscal Reports. For information regarding the CCIP Database or for technical problems regarding completing reports, contact the Network’s CCIP Program Assistant. For technical assistance regarding reporting content contact your Regional Coordinator. “Network CCIP Contact Information, by Project Site” is available here: http://www.rrnetwork.org/ccip_staff_contact_information.

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**California Child Care Resource and Referral Network (Network)**

<table>
<thead>
<tr>
<th>Reports</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Plan</strong></td>
<td>This report is intended to serve as a planning tool for site staff and as a reference for Network CCIP staff. It should be used as an implementation guide and will include, but not be limited to, information about: Recruit and Trainee goals (a minimum goal of one is required for each of the following: New Recruits, Expansion Recruits, Trainees, and Advanced Trainees), a project needs assessment, a training plan, and staffing information.</td>
</tr>
<tr>
<td><strong>Budget Form</strong></td>
<td>This Excel document provides an overview of expected personnel and non-personnel expenses.</td>
</tr>
</tbody>
</table>
| ![mouse icon] **Recruitment** | a) The New Recruit report summarizes information about newly licensed participants.  
b) The Expansion Recruit reports provide information about participants who increase the licensed capacity of their family child care homes. The Expansion Recruit report includes the following categories: *Expanded License Capacity, Changed Capacity to Include Infant Toddler, Changed Schedule to Non-traditional Hours, and Rescinded Inactive Status.* |
| ![mouse icon] **Agency Training Hours** | The Agency Training Hours—By Date report provides a summary of training hours by date. It shows whether or not a site has provided the minimum 25 Agency training hours that are required. |
### Participant Training Hours

<table>
<thead>
<tr>
<th>Reports</th>
<th>Description</th>
</tr>
</thead>
</table>
| ✔ Participant Training Hours | a) The Participant Training Hours Fiscal Year report provides a summary of CCIP training hours completed within a fiscal year.  
b) The Participant Training Hours Cumulative report provides a summary of CCIP training hours completed by a specific date.  

Active Training Participant status and Advanced Trainee status should be updated in the CCIP Database prior to the mid-year and year-end report due dates. This will ensure that all participants who should be counted as having completed CCIP training are included in the applicable Training Hours reports. Tutorials on how to update participant status can be found on the CCIP webpage under “CCIP Operations”, “Reporting.” In this document, see “CCIP Participant Definitions” for more information. Network staff will provide notification at the point during the new fiscal year when participant training status can be updated. |
| ✔ Language of Training | Both the training name and the language the training was conducted in are collected for this report. There are 10 language of training options listed, along with “other.” This report shows how many trainings were conducted in different languages.                                                                                                                                                                                                                                    |
| ✔ Technical Assistance | This report is filtered by date and summarizes the topic, quantity, and type of technical assistance provided to participants.                                                                                                                                                                                                                                                                                       |

#### Fiscal

The CDFS 9529 will be used to report expenses year-to-date.

#### Year-end Narrative

A qualitative report consisting of responses to a series of questions describing project activities provided during the entire contract year.

### CA Department of Education (CDE), Child Development Fiscal Services (CDFS)

<table>
<thead>
<tr>
<th>Report</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDFS 9529</td>
<td>Use this form for fiscal reports submitted to both the State and the Network. It is available on-line at: <a href="http://www.cde.ca.gov/fg/aa/cd/cdfsforms15.asp">http://www.cde.ca.gov/fg/aa/cd/cdfsforms15.asp</a></td>
</tr>
<tr>
<td>Report</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| **Professional Development (PD) Profile Report** | - CDE expects CCIP participants to provide responses to the items on the PD Profile Forms. The information can be reported as follows:  
  - PD data may be entered into the CCIP Database by the contractor after each training concludes, or  
  - PD data may be entered directly via the CDTC Training Portal, or  
  - Select counties may also enter PD data into the ECE Workforce Registry  
- For sites who use the CCIP Database to track PD data:  
  - CCIP staff must ensure that the “Training Topic” reported on the form and in the final report corresponds to the appropriate CCIP Training Module area.  
  - This report should be exported from the CCIP Database, pasted into CDTC Data Entry Template and Export Direct Services spreadsheet, and formatted to CDTC specifications. See the CCIP webpage for the *CCIP Database* Professional Development Profile Export Instructions. Finally, the spreadsheet is uploaded to the CDTC Training Portal website.  
  - Registration is required to access the Training Portal ([www.childdevelopment.org](http://www.childdevelopment.org)). For further information, contact; Janell Doornenbal at [doornenbalj@yosemite.edu](mailto:doornenbalj@yosemite.edu) or 209-548-5724. |

*®* Items with a mouse icon will be completed via the CCIP Database.
7. REPORTING DATES

Submit reports to the organizations listed in the headers of the following charts as indicated below. Regarding reports sent to the CA CCR&R Network, contact the Network’s Program Assistant in order to request CCIP Database login information, to access Formstack, and to email reports.

### California Child Care Resource and Referral Network (Network)

<table>
<thead>
<tr>
<th>Report</th>
<th>Items Due</th>
<th>Submission</th>
<th>Timeframe</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Plan</td>
<td>Project Plan</td>
<td>Formstack</td>
<td>7/1/2016–6/30/2017</td>
<td>8/19/2016</td>
</tr>
<tr>
<td></td>
<td>Training Timeline</td>
<td>Formstack</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budget Form</td>
<td><a href="mailto:ccipreports@rrnetwork.org">ccipreports@rrnetwork.org</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-year Report</td>
<td>New Recruits</td>
<td>CCIP Database</td>
<td>7/1/2016–12/31/2016</td>
<td>1/20/2017</td>
</tr>
<tr>
<td></td>
<td>Expansion Recruits</td>
<td>CCIP Database</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agency Training Hours</td>
<td>CCIP Database</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participant Training</td>
<td>CCIP Database</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hours</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Technical Assistance</td>
<td>CCIP Database</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language of Training</td>
<td>CCIP Database</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fiscal Report</td>
<td><a href="mailto:ccipreports@rrnetwork.org">ccipreports@rrnetwork.org</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year-end Report</td>
<td>New Recruits</td>
<td>CCIP Database</td>
<td>7/1/2016–6/30/2017</td>
<td>7/20/2017</td>
</tr>
<tr>
<td></td>
<td>Expansion Recruits</td>
<td>CCIP Database</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agency Training Hours</td>
<td>CCIP Database</td>
<td></td>
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<tr>
<td></td>
<td>Participant Training</td>
<td>CCIP Database</td>
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<tr>
<td></td>
<td>Hours</td>
<td></td>
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<tr>
<td></td>
<td>Technical Assistance</td>
<td>CCIP Database</td>
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<tr>
<td></td>
<td>Language of Training</td>
<td>CCIP Database</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year-end Narrative</td>
<td>Formstack</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fiscal Report</td>
<td><a href="mailto:ccipreports@rrnetwork.org">ccipreports@rrnetwork.org</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CA Department of Education (CDE), Child Development Fiscal Services (CDFS)

<table>
<thead>
<tr>
<th>Report</th>
<th>Items Due</th>
<th>Submission</th>
<th>Timeframe</th>
<th>Due Date</th>
</tr>
</thead>
</table>
### Child Development Training Consortium (CDTC)

<table>
<thead>
<tr>
<th>Report</th>
<th>Data Due</th>
<th>Submission</th>
<th>Timeframe</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development (PD) Profile Data* Report</td>
<td>Export the information needed from the CCIP Database into the Data Entry Template and Export Direct Services spreadsheet</td>
<td>Upload the Data Entry Template and Export Direct Services spreadsheet to the Child Development Training Consortium (CDTC) Training Portal website: <a href="http://www.childdevelopment.org">www.childdevelopment.org</a></td>
<td>7/1/2016 – 9/30/2016</td>
<td>10/31/2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Registration for access is required. For information, contact:</td>
<td>10/1/2016 – 12/31/2016</td>
<td>1/31/2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Janell Doornenbal <a href="mailto:doornenbalj@yosemite.edu">doornenbalj@yosemite.edu</a></td>
<td>1/1/2017 – 3/31/2017</td>
<td>4/30/2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(209) 548-5724</td>
<td>4/1/2017 – 6/30/2017</td>
<td>7/31/2017</td>
</tr>
</tbody>
</table>
8. NETWORK TECHNICAL ASSISTANCE (TA)

CDE/EESD contracts with the Network to provide ongoing technical assistance to all CCIP contractors. To find “Network CCIP Contact Information, by Project Site” click here: [http://www.rrnetwork.org/ccip_staff_contact_information](http://www.rrnetwork.org/ccip_staff_contact_information).

<table>
<thead>
<tr>
<th>Webinars</th>
<th>The Network CCIP team provides two webinars each month for local CCIP staff. These one-hour sessions are designed to familiarize new CCIP staff with the project; experienced local staff may also participate. The CCIP Overview webinar focuses on the background and implementation of the project, while the CCIP Database webinar explains how to enter and retrieve project data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Visits</td>
<td>Site visits will be scheduled to provide in-depth TA and support for CCR&amp;Rs with new staff members or for sites facing serious challenges meeting CCIP goals. These site visits will be used as opportunities for customized coaching to ensure that progress is made toward the fulfillment of program requirements.</td>
</tr>
<tr>
<td>Cluster TA Meetings</td>
<td>Network CCIP staff will work with CCR&amp;R CCIP staff in each region to discuss ideas; identify needs, barriers, and challenges. If similar needs are identified in adjacent communities, Network CCIP staff can coordinate and facilitate Cluster TA Meetings. These face-to-face meetings will provide a forum for brainstorming, sharing, discussing and solving problems strategically. Cluster TA Meetings will be held at local CCR&amp;Rs and locations will be determined based on what is most convenient for the group as a whole.</td>
</tr>
<tr>
<td>CCIP E-News</td>
<td>Electronic newsletters (CCIP E-News) will be sent on a regular basis via MailChimp.com to all CCIP sites. CCIP staff need to signed up according to their role as either: Primary, Training, Reporting, Database, and/or Fiscal contacts to receive the editions of the CCIP E-News that will be useful to them. Almost all written communication from the Network to CCIP staff will utilize this tool, so be sure to request assistance from your site Information/Technology Department or staff person if you encounter problems with receiving the CCIP E-News due to firewalls, etc.</td>
</tr>
<tr>
<td>Other TA</td>
<td>Technical Assistance will be provided throughout the year as needed via phone, e-mail, and webinar. Topics may include, but are not limited to: program requirements and implementation, project and fiscal reports, training resources, and multilingual provider resources.</td>
</tr>
</tbody>
</table>
9. NETWORK TRAINING OF TRAINERS

Participation by CCIP staff in the Network's CCIP Training of Trainer sessions is an expectation detailed in the contract program requirements.

<table>
<thead>
<tr>
<th>Training</th>
<th>Description</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>All new CCIP site staff: Project Specialists, Managers, those responsible for project planning and implementation, data entry and report preparation, and anyone else who would find it beneficial, should participate in the Orientation.</td>
<td>Webinar</td>
<td>7/28/16</td>
</tr>
<tr>
<td>Fall Training (optional)</td>
<td>CCIP-related workshops will be offered during The Network Annual Conference which will be held in Sacramento.</td>
<td>Sacramento</td>
<td>10/19/2016 - 10/21/2016</td>
</tr>
<tr>
<td>Spring Training</td>
<td>The Spring Training will be a 2-day, in person training conducted in the Northern, Bay Area, Central Valley and Southern Regions. The focus will be on the CCIP Training Modules.</td>
<td>To Be Determined (TBD)</td>
<td>TBD February – April 2017</td>
</tr>
<tr>
<td>Year-end Training</td>
<td>This webinar will address upcoming reports and final reporting requirements, as well as ways to use CCIP data for planning purposes.</td>
<td>Webinar</td>
<td>TBD June 2017</td>
</tr>
</tbody>
</table>
APPENDIX I

CCIP Training Modules Outline

For a complete draft of the Module Outline, including subsections, and any completed Module sections, visit: http://www.rrnetwork.org/modules.

Module One: Operating a Strong Family Child Care Business
1.1 Feasibility
1.2 The Licensing Process
1.3 Business Plan Development
1.4 Administration

Module Two: Child Health, Safety and the Learning Environment
2.1 Health and Safety
2.2 Elements of the Learning Environment
2.3 Culturally Inclusive Learning Environments
2.4 Environments for Infants and Toddlers
2.5 Environments for Multi-age Groups

Module Three: Developmental Needs of Children
3.1 Child Development in the Context of Relationships
3.2 Family Engagement and Support
3.3 Child Observation
3.4 Social and Emotional Development
3.5 Language Development
3.6 Perceptual and Motor Development
3.7 Active Play and Cognitive Development
3.8 Inclusion of Children with Special Needs

Module Four: Professionalism and Provider Support
4.1 Professionalism
4.2 California's Early Learning and Development System
4.3 Work-life Balance
4.4 Work Environment
4.5 Professional Development
4.6 Higher Education
4.7 Role Models, Mentors, and Coaches
4.8 Collaboration and Community Resources

Module Five: Infants and Toddlers (with content from Modules 2 and 3)
APPENDIX II

Collaboration between CDE/EESD Quality Office funded Professional Development Projects and CCIP

- CCIP Trainees must complete 25 hours of CCR&R facilitated training as specified in the CCIP Training Modules Outline. This outline has been revised and was included in the 2016-2017 contract in the section on CCIP Program Requirements.

- Once participants complete 25 hours of CCIP training in the required configuration, they are referred to as Trainees (Ts). CCIP Advanced Trainees (ATs) are participants who have attained Trainee status in a previous contract year and have completed new CCIP training in the current year. ARTs may choose to participate in Program for Infant Toddler Caregivers (PITC) and Family Child Care at Its Best (FCCIB) training and should be provided with information about doing so. However, completion of training provided by other CDE Quality Improvement project contractors may not be counted as CCIP training.

- There are no hourly minimum requirements for Advanced Trainees who participate in additional training provided by local CCR&Rs, although in order to be counted as ARTs, they must complete some CCIP training.

- CCR&Rs may choose to enhance PITC and/or FCCIB training provided to Advanced Trainees by providing follow-up CCIP training as a complement to them. Follow-up trainings can help Advanced Trainees to integrate their learning and these particular CCR&R sponsored training hours can be counted as CCIP training for participating Advanced Trainees.

- CCR&Rs will collect Professional Development Profile forms from CCIP participants at all training sessions provided by the CCR&R as long as they are based on the CCIP Training Modules Outline.
## CCR&R Trainer Recommendations Matrix

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Practitioner</th>
<th>Associate</th>
<th>Advanced</th>
<th>Master</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree, license, credential, or experience relevant to the area of expertise e.g. PITC, CPA, CPR/First Aid Instructor, Registered Dietician</td>
<td>12 Early Childhood Education (ECE) or Child Development (CD) units - or - 180 hours of ECE or CD training¹</td>
<td>Associate’s degree in ECE or CD - or - Associate’s degree with at least 12 units of ECE or CD</td>
<td>Bachelor’s degree in ECE or CD - or - Bachelor’s degree with at least 24 units of ECE or CD</td>
<td>Master’s degree in ECE or CD - or - Master’s degree with at least 24 units of ECE or CD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experience with Young Children²</th>
<th>As relevant</th>
<th>2 years</th>
<th>3 years</th>
<th>3 years</th>
<th>3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience with Adult Learners</td>
<td>12 hours - or - completion of workshop or course on adult learning &amp; presentation skills or equivalent training</td>
<td>12 hours - or - completion of workshop or course on adult learning &amp; presentation skills or equivalent training</td>
<td>20 hours</td>
<td>40 hours</td>
<td>50 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>As related to adult learning and/or area of expertise</th>
<th>21 hours annually</th>
<th>21 hours annually</th>
<th>21 hours annually</th>
<th>21 hours annually</th>
</tr>
</thead>
</table>

Note: CCR&R employees who do not meet these recommended guidelines may co-present with an Advanced or Master Trainer while working towards attaining educational and/or experiential goals.

Contact Professional Development and Quality Improvement (PDQI) Task Force Co-chair Helen Woodlee (hwoodlee@rrnetwork.org) for additional information.

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¹ 180 hours are considered equivalent to 12 units of instruction time and do not include estimated out-of-class student work time.

² Experience with young children is defined as either paid or unpaid work with children from birth to third grade. The experience should be in a group setting at a licensed or license exempt early childhood program, where the trainer had the opportunity to work directly with a supervisor, mentor, or coach.
Professional Development for CCR&R Trainers

Child Care Resource and Referral (CCR&Rs) agencies are uniquely positioned to improve the quality of care that children in California receive. As community-based agencies, we have a well-established infrastructure for providing educational opportunities that are accessible throughout the state. We are committed to building on the abilities of existing CCR&R staff while increasing efforts to hire individuals with solid early childhood education (ECE) field experience and strong educational backgrounds. These CCR&R trainer recommendations provide consistent standards for our instructors and promote high quality training opportunities for child care providers, families, and communities.

With over 30 years of experience serving children, families, child care providers, and community members across the state, CCR&Rs are in an exceptional place to design a framework and construct the tools necessary to advance the performance of our ECE trainers. Creating a new model of professional development and a career lattice relevant to the needs of our workforce will be most successful if CCR&Rs assume this responsibility proactively. A system of ongoing professional development is critical to preparing trainers whose work can have a positive impact on young children and their families.

In 2010, the California CCR&R Network established the Professional Development and Quality Improvement (PDQI) Task Force. The PDQI Task Force is composed of CCR&R staff members who represent different regions of the state; collectively they possess a great deal of knowledge and experience regarding professional development. The PDQI Task Force has studied career ladders developed for educators in the ECE, school-age, and youth development fields across the country. We have taken what we have learned to craft a comprehensive matrix that demonstrates our commitment to high quality training, values professional competence and appreciates the diversity of our workforce.

The PDQI Task Force will continue working with CCR&Rs to develop an implementation guide that includes support tools for managers, trainers, and staff interested in becoming trainers.
1. **Background**

While reviewing trainer registries from around the country, we discovered that some states employ a voluntary registry system while others require registration to verify qualifications and training hours. At the end of 2010, 29 states had adopted trainer approval systems. The CCR&R Trainer Recommendations Matrix (the matrix) is intended to serve as a guide for CCR&Rs rather than a requirement. In order to develop a matrix that is applicable to CCR&Rs in California, the PDQI Task Force looked closely at models from states with widely varying qualification requirements and trainer levels. Following a series of thoughtful discussions, the Task Force determined that there should be five trainer levels: Specialty, Practitioner, Associate, Advanced, and Master; and four professional development categories: Education, Experience with Young Children, Experience with Adult Learners, and Professional Development. These levels and categories describe standards that reflect the current state of our workforce, encourage growth, and provide trainers with goals they can strive towards. Our objective is to assure that adult learners attending CCR&R training have highly qualified professionals who will provide them with excellent educational experiences.

2. **CCR&R Trainer Recommendations**

**Education** – Both education and training have been shown to positively impact the quality of child care that ECE practitioners provide, which contributes to better outcomes for the young children and families they serve. An analysis of the California Early Care and Education Infrastructure Workforce study revealed that 56% of CCR&R employees self-identified as trainers possess a bachelor’s degree or higher. These results are reflected in the educational standards presented in the matrix. The Specialty Trainer level was created to include trainers with experience, a specific degree, license, credential, or certificate in a relevant area of expertise, such as Program for Infant/Toddler Care (PITC), Certified Public Accountant (CPA), Cardiopulmonary Resuscitation (CPR)/First Aid Instructor, or Registered Dietician. The Practitioner Trainer level allows for flexibility; either 12 units of ECE coursework or 180 hours of ECE or Child Development (CD) training is expected. The 180 hours are considered equivalent to 12 units of instruction and do not include out-of-class student work time. The Associate, Advanced, and Master Trainer levels are all based on degree attainment. The recommendation is for these trainers to hold a degree in either Early Childhood Education (ECE) or Child Development (CD). If the degree is not in ECE or CD, prospective trainers would need to complete a specified number of units in one of these subject areas as indicated in the matrix.

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Experience with Young Children – After reviewing trainer registries from all over the country and the California Early Learning Quality Improvement System (CAEL QIS) Block Systems: Tiers and Elements\(^{10}\) document, experience was recognized as essential for competent trainers. Approximately 30% of California’s CCR&R trainers have worked directly with children ages birth to five in an early care and education setting for 11 years or more, and nearly 40% have done so for 4-10 years.\(^{11}\) Experience with children is defined as either paid or unpaid work with children from birth to third grade. The experience should be in a group setting at a licensed or license exempt early childhood program, where the trainer had the opportunity to work directly with a supervisor, mentor, or coach. Experience working with young children contributes in a profound way to a trainer’s knowledge of child development and gives a presenter examples to draw from during educational activities. Additionally, direct work experience with children promotes trainer credibility. Recommendations for this category are consistent with the approaches adopted by many states: experience related to the area of expertise for Specialty Trainers; two years of experience working with young children at the Practitioner level; and three years of experience working with young children for those at the Associate, Advanced and Master Trainer levels.

Experience with Adult Learners – Knowledge about how adults learn and experience working with adult learners are important aspects of trainer qualification. The Experience with Adult Learners category includes the development and presentation of content at conferences, workshops or in-service training, and may include credit and non-credit bearing courses. Coaching, mentoring, administration of an ECE program, family support and the provision of one-on-one technical assistance with adult learners may all be included in this category. At the Specialty and Practitioner levels there are two options: (1) 12 hours of direct experience or, in the absence of documented experience, (2) completion of a pre-service training on adult learning theory and presentation skills or documentation of an acceptable equivalent. The recommendation is for 20, 40 and 50 hours of work experience with adult learners for Associate, Advanced and Master level Trainers respectively. It is also highly recommended that additional information (e.g., references, training outlines and evaluations) be reviewed prior to hiring trainers; such information can be helpful in assessing trainer proficiency and the ability to meet adult learners’ needs.

Professional Development – The intent of professional development is to develop and improve an individual’s competence (i.e. knowledge, skills, practices and dispositions).\(^{12}\) Effective professional development activities address the needs of adults who are at different places on their career paths. All professional development should be designed using evidence-based best practices, consistent with recognized principles of adult learning, and structured to promote linkages between research, theory, and practice. Successful professional development activities are responsive to the strengths and background of each trainer (including cultural and linguistic


abilities), and pertinent to her/his current roles and professional goals. The PDQI Task Force concurs with the recommendations found in the CAEL QIS Block Systems: Tiers and Elements, the Child Development Permit, and the First 5 Comprehensive Approaches to Raising Education Standards (CARES) Plus model for child care providers, and recommends the completion of 21 hours of professional growth activities annually for all trainers. In collaboration with a supervisor, trainers can create professional development plans that best address their individual goals and meet the needs of their CCR&Rs.

3. Next Steps

The matrix was designed to support the improvement of CCR&R trainer practices. Some next steps the Task Force is considering include: creating an implementation guide, developing hiring and assessment practices, and improving the documentation of training activities. An implementation guide will be helpful to supervisors and trainers as they create professional development plans. Employees who do not meet the recommendations could co-present with Advanced or Master Trainers while working towards the attainment of educational and/or experiential goals. In order to foster sound hiring practices and useful staff performance reviews, job descriptions and evaluation tools should be developed to ensure alignment with the matrix. To support the goal of improved documentation, the Network could provide certificates of completion for staff participating in regional Child Care Initiative Project (CCIP) training of trainer events and the Network Annual Conference. As a supplement to the matrix, the Task Force plans to develop recommendations for community trainers with guidelines for CCR&Rs to use with contracted trainers, consultants and guest presenters.

Hiring and retaining skilled trainers without adequate compensation is not sustainable; therefore additional funding should be secured to attract and retain well-qualified staff. Sharing proven employment practices to support educational attainment and professional growth is important. It would also be beneficial to address the cost of schooling by identifying grants and scholarships for trainers. The accessibility of professional development activities could be improved with increased use of electronic media. These recommendations are timely given the state’s interest in creating a trainer registry and will be useful for California CCR&Rs as they will enable us to document our trainers’ qualifications statewide.