

## TRAINING GUIDELINES NATIONAL ACCREDITATION COMMISSION

### THE STANDARD:

#### **B4. Professional development training is required annually.**

- Training received is conducted by a variety of sources.
- Training received is conducted by an expert in the material/information presented.
- The director has a minimum of **35 clock hours** of annual training in early childhood/child development and topics related to program management, leadership, and supervision.
- The onsite supervisor(s) has a minimum of **30 clock hours** of annual training in early childhood/child development and topics related to supervision.
- Each employee counted in the staff-child ratio has a minimum of **25 clock hours** of annual training in early childhood/child development, including topics related to the age group of children with whom the employee is working.

### TRAINING CONTENT

The emphasis for employee trainings should be child development, developmental stages, teacher-child interactions, social and emotional development, curriculum implementation, classroom management, positive guidance, and responsive caregiving. Strive for a balance of training content when choosing topics outside these areas.

Both lead and assistant teachers need training related specifically to the age group supervised. Employees supervising multiple ages should have training related to more than one age group. Topics identified in performance evaluations as needing improvement and topics that offer opportunities for growth should all be considered in formulating a well-designed Professional Development Plan. Since the specific training needs of each employee determine a portion of the required training content, trainings completed by employees should not all be identical.

### TRAINING BASED ON DEVELOPMENTAL LEVELS

Separate age group trainings should be provided for topics that require differentiation of content based on developmental stages. With many topics, it is difficult to provide tangible substance if the training is aimed at multiple age groups. Different trainings on the same topic are allowed. While repeating training content has proven value, a different approach to the content may be necessary in order to give employees a new understanding or perspective of the information.

### TRAINING FOR AN AREA OF NON-COMPLIANCE

For an area of non-compliance noted in the Decision Letter or an Annual Report response letter, training focus should stem from the specifics of the letter. Content should reflect the program's unique needs and current level of employee understanding for the topic. For a program-wide area of non-compliance, training from an outside source may lead to greater compliance. Training conducted by the director or other employee cannot count as training for that individual.

## TRAINING GUIDELINES NATIONAL ACCREDITATION COMMISSION, page 2

### TRAINING DURING A STAFF MEETING

Typically, staff meetings have an agenda of topics to be covered. If training is conducted during a staff meeting, only the time spent on the training topic can be counted. This type of training should not make up the bulk of the recorded hours. Due to the dual purpose of most staff meetings, the time for training is limited and does not allow for questions or discussion. Trainings that can be adequately conducted in less than an hour often pertain to topics that are a part of normal program communication and procedures.

### TRAINING LOG COMPLIANCE

All reports submitted to the National Accreditation Commission require training documentation for the past two years. If your state utilizes a training registry, the employee's registry log may be submitted instead of the National Accreditation Commission's Training Log. Please ensure all the employee information from the Training Log appears on the Registry Log. If the registry log is missing necessary information such as hire date at the program, please submit an additional sheet of information with this listed.

Only college courses in Child Development (CD) or Early Childhood Education (ECE) can appear on the training log. The formal education field can include only the following: high school, CDA, or AA-BA-MA-PhD. All degrees **MUST** include the area of study. When an employee has a degree in Child Development or Early Childhood Education, the number of hours in CD/ECE is not needed in that field.

Degrees in other and/or related fields, including Education, only meet compliance if they include 12 or more hours of CD/ECE. Enter zero for all staff who have no CD/ECE hours and the corresponding number of hours if they have accumulated CD/ECE hours. The total number of program employees is recorded in the accreditation database. Anytime there is a discrepancy between the number of employees originally documented and the number of training logs provided, it is important to give an explanation.

Acronyms vary greatly from state to state. Please include a cover sheet that identifies the training acronyms. Provide a brief description of content for the training.

### ONSITE TRAINING DOCUMENTATION

In addition to the training logs/registry logs, training certificates or other proof of attendance should be retained for each employee. The documents will be reviewed during the Validation Visit as a part of the employee file review. When training is conducted by an outside agency or outside trainer, training certificates should be provided and kept on file. In house training should have an agenda, training summary, and attendance documentation. Training over 3 hours should be broken down into the topics covered and the time devoted to each. These lengthier trainings should also be divided into topics and time when recorded on the training log.