

Health and Safety Training

This brief, one in a series of nine addressing health and safety requirements specified in the *Child Care and Development Block Grant Act of 2014*, provides an overview of health and safety training requirements for center-based and home-based child care settings. Licensing administrators and Child Care and Development Fund Administrators may find the brief helpful as they begin to assess and consider revisions to state standards for both licensed and license-exempt providers. It may also be of value to early childhood and school-age care and education programs and providers in understanding and improving the health and safety of their learning environments.

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New Federal Requirements

The *Child Care and Development Block Grant Act of 2014* includes provisions related to health and safety requirements for all providers that receive payment from the Child Care and Development Fund (CCDF).¹

(I) Health and Safety Requirements.- The plan shall include a certification that there are in effect within the State, under State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers that provide services for which assistance is made available under this subchapter. Such requirements

(i) shall relate to matters including health and safety topics consisting of [specific topics identified in the law]

(XI) minimum health and safety training, to be completed pre-service or during an orientation period in addition to ongoing training, appropriate to the provider setting involved that addresses each of the [health and safety] requirements...

¹ The *Child Care and Development Block Grant Act of 2014* and section 418 of the Social Security Act (42 USC 618), as amended, provide the statutory authority for implementation of the CCDF program as designated by the Administration for Children and Families. Retrieved from <http://www.acf.hhs.gov/programs/occ/resource/ccdf-law>.

Caring for Our Children Basics

Released in 2015 by the Administration for Children and Families (ACF), *Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education* (CFOCB) represents the minimum health and safety standards experts believe should be in place where children are cared for outside their homes.² CFOCB seeks to reduce conflicts and redundancies found in program standards linked to multiple funding streams. Though voluntary, ACF hopes CFOCB will be a helpful resource for States and other entities as they work to improve health and safety standards in licensing and quality rating and improvement systems. The following standards from CFOCB address training for directors and caregivers and teachers in early care and education settings.

1.4.1.1/1.4.2.3 Pre-service Training/Orientation

Before or during the first three months of employment, training and orientation should detail health and safety issues for early care and education settings including, but not limited to, typical and atypical child development; pediatric first aid and CPR; safe sleep practices, including risk reduction of Sudden Infant Death Syndrome/Sudden Unexplained Infant Death (SIDS/SUID); poison prevention; shaken baby syndrome and abusive head trauma; standard precautions; emergency preparedness; nutrition and age-appropriate feeding; medication administration; and care plan implementation for children with special health care needs. Caregivers/teachers should complete training before administering medication to children. See Standard 3.6.3.3 for more information. All directors or program administrators and caregivers/teachers should document receipt of training.

Providers should not care for children unsupervised until they have completed training in pediatric first aid and CPR; safe sleep practices, including risk reduction of Sudden Infant Death Syndrome/Sudden Unexplained Infant Death (SIDS/SUID); standard precautions for the prevention of communicable disease; poison prevention; and shaken baby syndrome/abusive head trauma.

Directors and caregivers/teachers should successfully complete intentional and sequential education/professional development in child development programming and child health, safety, and staff health based on individual competency and any special needs of the children in their care.

1.4.4.1/1.4.4.2 Continuing Education for Directors, Caregivers/Teachers in Centers, and Family Child Care Homes

Directors and caregivers/teachers should successfully complete intentional and sequential education/professional development in child development programming and child health, safety, and staff health based on individual competency and any special needs of the children in their care.

Caring for Our Children Standards

Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd edition (CFOC3), is a collection of 686 national standards that represent best practices with respect to health and safety in early care and education settings. CFOC3 can help programs and providers implement CFOCB, understand rationale, and move to higher levels of quality in health and safety. CFOC3 is available at <http://cfoc.nrckids.org/>.³

² Administration for Children and Families, U.S. Department of Health and Human Services. (2015). *Caring for our children basics: Health and safety foundations for early care and education*. Retrieved from <http://www.acf.hhs.gov/programs/ecdc/caring-for-our-children-basics>

³ American Academy of Pediatrics, American Public Health Association, & National Resource Center for Health and Safety in Child Care and Early Education. (2011). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs*, 3rd edition. Retrieved from <http://cfoc.nrckids.org/>

The following links to CFOC3 pertain to preservice training and orientation and ongoing training of directors and caregivers and teachers. The links go to the full text of the standard, with a rationale supported by research.

1.4.1.1: Pre-service Training

<http://cfoc.nrckids.org/StandardView/1.4.1.1>

1.4.2.3: Orientation Topics

<http://cfoc.nrckids.org/StandardView/1.4.2.3>

1.4.4.1: Continuing Education for Directors and Caregivers/Teachers in Centers and Large Family Child Care Homes

<http://cfoc.nrckids.org/StandardView/1.4.4.1>

1.4.4.2: Continuing Education for Small Family Child Care Home Caregivers/Teachers

<http://cfoc.nrckids.org/StandardView/1.4.4.2>

Trends in Child Care Licensing

Health and Safety Training Topics

Tables 1 and 2 provide information about the number of States⁴ that have requirements for preservice or orientation training in specific health and safety topics in their licensing regulations for child care centers,⁵ family child care (FCC) homes,⁶ and group child care (GCC) homes.⁷ These data were collected prior to the implementation of CCDF reauthorization.

⁴ "States" includes the 50 States, the District of Columbia, and 2 U.S. Territories: Guam and the Virgin Islands.

⁵ National Center on Early Childhood Quality Assurance. (2015). *Research brief #1: Trends in child care center licensing regulations and policies for 2014*. Retrieved from <https://childcareta.acf.hhs.gov/resource/research-brief-1-trends-child-care-center-licensing-regulations-and-policies-2014>

⁶ National Center on Early Childhood Quality Assurance. (2015). *Research brief #2: Trends in family child care home licensing regulations and policies for 2014*. Retrieved from <https://childcareta.acf.hhs.gov/resource/research-brief-2-trends-family-child-care-home-licensing-regulations-and-policies-2014>

⁷ National Center on Early Childhood Quality Assurance. (2015). *Research brief #3: Trends in group child care home licensing regulations and policies for 2014*. Retrieved from <https://childcareta.acf.hhs.gov/resource/research-brief-3-trends-group-child-care-home-licensing-regulations-and-policies-2014>

First Aid and CPR

Table 1. Number of States that Include First Aid and CPR Training in Preservice or Orientation Licensing Requirements

First Aid and CPR Training	Centers (N = 53)	FCC Homes (N = 46)	GCC Homes (N = 41)
First Aid Training Required	51	41	40
◆ Required for At Least One Staff	35	NA	NA
◆ Required for All Staff	18	NA	NA
CPR Training Required	51	40	37
◆ Required for At Least One Staff	39	NA	NA
◆ Required for All Staff	14	NA	NA

N = the number of States that regulate the type of facility.

NA = Not applicable. Most FCC and GCC homes only have 1 or 2 adults in the home, and States' requirements for homes do not make this distinction.

Other Health and Safety Topics

Table 2. Number of States that Include Health and Safety Training Topics in Preservice or Orientation Licensing Requirements

Health and Safety Training Topics	Centers (N = 53)	FCC Homes (N = 46)	GCC Homes (N = 41)
Administration of Medication	16	9	10
Care of Sick Children	13	3	6
Child Abuse and Neglect	38	15	22
Child Nutrition and Feeding	13	7	7
Emergency Preparedness and Response	30	13	15
Fire Safety	7	3	4
Reducing the Risk of SIDS, Safe Sleep Practices	16	17	19
Shaken Baby Syndrome	11	12	11
Special Health Care Needs	14	5	3
Spread of Communicable Disease, Universal Precautions, Handwashing	30	7	14
Transportation, Child Safety Restraints	7	5	7

N = the number of States that regulate the type of facility.

Annual Training Hours

Table 3 shows the average number of ongoing training hours required annually for child care center directors, teachers, and assistant teachers; and for family and group child care home providers and assistants. Across these roles, the average is 14 hours of required annual training.

About 50 percent of States include at least one of the health and safety topics listed in Table 2 in the suggested content for annual training hours. Ongoing training requirements in licensing regulations typically include a list of content areas from which providers choose.

Table 3. Average Number of Annual Ongoing Training Hours Required by Facility Role

Facility Type and Role	Average Number Hours
Child Care Center Director	18
Child Care Center Teacher	15
Child Care Center Assistant Teacher	16
Family Child Care Home Provider	12
Family Child Care Home Assistant Provider	13
Group Child Care Home Provider	14
Group Child Care Home Assistant Provider	12

Examples of State Licensed Child Care Requirements

Licensing of child care centers and family child care homes is a process that establishes the minimum requirements necessary to protect the health and safety of children in care. State licensing requirements are regulatory requirements, including registration or certification requirements, that state law establishes as necessary for providers to legally operate and provide child care services.⁸ The following excerpts, taken from Florida, Oklahoma, Texas, and Washington licensing requirements, are examples of regulations supporting minimum health and safety training, to be completed preservice or during an orientation period in addition to ongoing training. These examples do not include all States that have these requirements, but are meant to represent a range of approaches States have taken in their regulations. A document with links to all States' child care licensing regulations is available at <https://childcareta.acf.hhs.gov/resource/state-and-territory-licensing-agencies-and-regulations>.

Child Care Center Requirements

Florida

Chapter 65C-22, Florida Administrative Code: Child Care Standards (July 2015), <http://ccrain.fl-dcf.org/documents/2/470.pdf>.

65C-22.003 Training

⁸ Administration for Children and Families, U.S. Department of Health and Human Services. (2015). *Caring for our children basics: Health and safety foundations for early care and education*. Retrieved from <http://www.acf.hhs.gov/programs/eecd/caring-for-our-children-basics>

(2) Training Requirements.

(a) Child care personnel must successfully complete the department’s 40 hour Introductory Child Care Training, as evidenced by successful completion of competency based examinations offered by the department or its designated representative with a weighted score of 70 or better. Child care personnel who successfully completed the mandatory 40 hour Introductory Child Care Training prior to January 1, 2004 are not required to fulfill the competency examination requirement.

1. All child care personnel must begin training within 90 days of employment in the child care industry and successfully complete training within 12 months from the date training begins. Training completion may not exceed 15 months from the date of employment in the child care industry in any licensed Florida child care facility.

2. The 40 hour Introductory Child Care Training requirement is divided into two parts. Part I is comprised of 30 hours of training developed by the department, identified below:

- a. Child Care Facility Rules and Regulations;
- b. Health, Safety, and Nutrition;
- c. Identifying and Reporting Child Abuse and Neglect;
- d. Child Growth and Development; and
- e. Behavioral Observation and Screening.

3. Part II is comprised of 10 hours of training that consists of a selection from the department’s specialized training courses:

- a. Infant and Toddler Appropriate Practices (10 hours),
- b. Preschool Appropriate Practices (10 hours),
- c. School-Age Appropriate Practices (10 hours),
- d. Special Needs Appropriate Practices (10 hours),
- e. Basic Guidance and Discipline (5 hours online),
- f. Early Literacy for Children Age Birth to Three (5 hours online),
- g. Early Childhood Computer Learning Centers (5 hours online), or h. Emergent Literacy for Voluntary Pre-Kindergarten (VPK) Instructors (5 hours online).

4. Child care personnel in compliance with the school-age requirements in paragraph 65C-22.008(4)(c), F.A.C., shall be considered in compliance with the child care personnel training requirements.

5. In the event an individual leaves the child care industry in compliance with the training requirements described in this section, and returns to the industry either at the same or a different child care facility, he or she shall be granted 90 days to comply with any new mandated training requirements established during the gap in employment in the child care industry.

6. In the event an individual leaves the child care industry not in compliance with the training requirements described in this section, and returns to the industry either at the same or a different

child care facility, he or she must comply with the training requirements described in this section, in addition to any new mandated training requirements that may have been established during the gap in employment in the child care industry prior to re-employment.

7. Child care personnel employed at the same child care facility prior to October 1, 1992, with no break in employment with the same employer, are exempt from completing Part II of the child care training.

(b) Pursuant to Section 402.305(2)(d)5., F.S., all child care personnel must complete a single course of training in early literacy and language development of children ages birth through five years that is a minimum of five clock-hours or .5 CEUs.

1. All child care personnel must complete early literacy training within 12 months of date of employment in the child care industry. Proof of completion will be documented on the certificate of course completion, classroom transcript, or diploma.

2. In order to meet the literacy training requirement, child care personnel must complete one of the following:

a. One of the department's online literacy courses available on the department's website at www.myflorida.com/childcare; or

b. One of the department's approved literacy training courses. A list of these courses may be obtained from the department's website at www.myflorida.com/childcare. (No additional courses will be approved by the department); or

c. One college level early literacy course (for credit or non-credit) if taken within the last five years.

Oklahoma

Requirements for Child Care Centers, Day Camps, Drop-In Programs, Out-Of-School Time Programs, Part-Day Programs and Programs For Sick Children (340:110-3-275 through 340:110-3-311) (January 2016), <http://www.okdhs.org/OKDHS%20Publication%20Library/14-05.pdf>.

340:110-3-284. General qualifications, responsibilities, and professional development

(a) General. Personnel are required to meet the general requirements in this Section and those specific to their assigned position(s) per Oklahoma Administrative Code (OAC) 340:110-3-284.1 through 340:110-3-284.4, with or without reasonable accommodations.

(b) Qualifications. Personnel meet the general qualification requirements listed in (1) through (3) of this subsection.

(1) Skills. Personnel possess the skills to perform their position responsibilities.

(2) Background investigations. Personnel meet the background investigation requirements per OAC 340:110-3-282.

(3) Oklahoma Professional Development Ladder. Prior to or within 12 months of employment, teaching personnel obtain and maintain a current Oklahoma Professional Development Ladder (OPDL) certificate, per OAC 340 Appendix FF – Oklahoma Professional Development Ladder...

(d) Professional development. Personnel meet the general professional development requirements listed in (1) through (8) of this subsection.

(1) Professional development verification. Verification of professional development is maintained per OAC 340:110-3-281.3(b).

(2) Professional development plan. For the director and teaching personnel the program:

(A) within one month of employment, develops an individualized education plan;

(B) updates the plan annually; and

(C) maintains documentation per OAC 340:110-3-281.3(b).

(3) Orientation. Within one week of employment and prior to having sole responsibility for a group of children, personnel obtain orientation, as documented per OAC 340:110-3-281.3(b), that includes, at least a review of:

(A) requirements;

(B) infection control;

(C) injury prevention;

(D) handling common childhood emergencies, including choking;

(E) reportable disease mandatory reporting;

(F) child abuse and neglect definition, identification, and mandatory reporting;

(G) appropriate use of discipline;

(H) transportation and general child passenger safety;

(I) diaper changing;

(J) shaken baby syndrome or abusive head trauma;

(K) infant safe sleep environments; and

(L) program specific information, that includes, at least:

(i) policies and procedures;

(ii) emergency plans and procedures;

(iii) confidentiality of information regarding children and families;

(iv) personnel's assigned duties and responsibilities, such as classroom schedules and lesson plans; and

(v) methods used to inform personnel of children's special health, nutritional, and developmental needs.

(4) Entry Level Child Care Training (ELCCT) or equivalent. Prior to, or within 90 calendar days of employment, teaching personnel hired after August 1, 2003, complete an approved entry-level training listed on the Oklahoma Professional Development Registry (OPDR) website, such as ELCCT. However, this training is not required when previously received, unless the individual has not been employed at a licensed program within the last five years.

(5) **CPR and first aid.** Cardio-pulmonary resuscitation (CPR) and first aid certifications are age-appropriate for the ages of children accepted into care and are from approved sources listed on the OPDR website.

(A) At all times, at least one personnel with current CPR and first aid certification is present with children:

(i) on-site, including in each building where children are present;

(ii) off-site; and

(iii) in each vehicle during transportation. However, a volunteer with certification from any source meets this requirement, provided the volunteer does not fill another position, excluding driver, per OAC 340:110-3-284.1 through 340:110-3-284.4.

(B) At least the director and master teachers obtain CPR and first aid certifications as required per OAC 340:110-3-284.1(b) and 340:110-3-284.2(b).

(6) **Infection control.** Personnel obtain infection control training at least every 12 months.

(7) **Continuing professional development.** Ongoing professional development is required.

(A) The director obtains at least the required number of professional development clock-hours to maintain a current Oklahoma Director's Credential per OAC 340 Appendix EE - Oklahoma Director's Credential. However, informal professional development clock-hours are limited.

(B) Teaching personnel obtain at least the required number of professional development clock-hours to maintain a current OPDL certificate per OAC 340 Appendix FF - Oklahoma Professional Development Ladder. However, informal professional development clock-hours are limited.

(C) Formal professional development is:

(i) two or more clock-hours from an OPDR approved training organization; and

(ii) OPDR approved college credit hours.

(D) Informal professional development is:

(i) less than two clock-hours from an OPDR approved training organization;

(ii) any number of clock-hours from an OPDR non-approved training organization; and

(iii) any training from electronic media, such as videos or DVDs.

(E) Reading and television programs do not count toward required clock-hours.

(8) **Child passenger safety.** When the program provides transportation for 5-year-olds or younger, the program has at least one personnel who obtained child passenger safety training from an approved source listed on the OPDR website, unless the vehicles used are exempt per OAC 340:110-3-305(g). When the trained personnel's employment ends, the program has three months to meet this requirement.

Family Child Care Home Requirements

Texas

Minimum Standards for Child-Care Homes (June 2015), Chapter 747, Title 40, Social Services & Assistance, Part 19, Dept. of Family and Protective Services,
http://www.dfps.state.tx.us/documents/Child_Care/Child_Care_Standards_and_Regulations/747_Homes.pdf.

§747.1301 What training must I ensure that my caregivers have?

You must make sure that each caregiver has the following training:

- (1) Orientation to your child-care home as specified in §747.1305 of this title (relating to What should orientation to my child-care home include?), within seven days of employment for a caregiver hired after September 1, 2011;
- (2) 15 clock hours of annual training as specified in §747.1307 of this title (relating to What topics must the 15 clock hours of annual training for caregivers include?);
- (3) 24 clock hours of annual training for a caregiver in a licensed child-care home as specified in §747.1307 of this title; and
- (4) CPR and first-aid training as specified in §747.1313 of this title (relating to Who must have first-aid and CPR training?).

§747.1303 What training must I have?

You must have the following training:

- (1) Licensing pre-application interview, before being issued a permit;
- (2) 30 clock hours of annual training; and
- (3) CPR and first-aid training.

§747.1305 What should orientation to my child-care home include?

Orientation to your child-care home must include at least the following:

- (1) An overview of the minimum standards found in this chapter;
- (2) Your home's child-care policies including discipline, guidance, and the release of children;
- (3) An overview of symptoms of child abuse, neglect, and sexual abuse and the responsibility for reporting these;

- (4) The procedures to follow in handling emergencies. Emergencies include, but are not limited to, fire, explosion, tornado, toxic fumes, volatile individuals, and severe injury or illness of a child or adult; and
- (5) The use and location of fire extinguishers and first-aid equipment.

§747.1307 What topics must the annual training for caregivers include?

(a) Each caregiver counted in the child/caregiver ratio on more than ten separate occasions in one training year, as specified in §747.1311 of this title (relating to When must the annual training be obtained?) must obtain annual training relevant to the age of the children for whom the caregiver provides care.

(b) Annual training is exclusive of CPR, first aid, orientation, transportation safety, and any training received through a high school child-care work-study program.

(c) At least six clock hours of annual training must be in one or more of the following topics:

- (1) Child growth and development;
- (2) Guidance and discipline;
- (3) Age-appropriate curriculum; and
- (4) Teacher-child interaction;

(d) The remaining clock hours of annual training must be in one or more of the following topics:

- (1) Care of children with special needs;
- (2) Child health (for example, nutrition and physical activity);
- (3) Safety;
- (4) Risk management;
- (5) Identification and care of ill children;
- (6) Cultural diversity of children and families;
- (7) Professional development (for example, effective communication with families, time and stress management);
- (8) Preventing the spread of communicable diseases;
- (9) Topics relevant to the particular ages of children in care (for example, caregivers working with infants or toddlers should receive training on biting and toilet training);
- (10) Planning developmentally appropriate learning activities;
- (11) Observation and assessment;
- (12) Attachment and responsive care giving; and
- (13) Minimum standards and how they apply to the caregiver.

(e) If the home provides care for a child younger than 24 months, one hour of annual training must cover the following topics:

- (1) Recognizing and preventing shaken baby syndrome;
- (2) Preventing sudden infant death syndrome; and
- (3) Understanding early childhood brain development.

(f) A caregiver who transports a child whose chronological or developmental age is younger than nine years old must meet additional training requirements as outlined in §747.1314 of this title (relating to What additional training must a person have in order to transport a child in care?). A caregiver may obtain no more than 80% of annual training from self-instructional materials.

Washington

Chapter 170-296A WAC: Licensed Family Home Child Care Standards (August 2015),
<http://apps.leg.wa.gov/WAC/default.aspx?cite=170-296A>.

WAC 170-296A-1125 Orientation required.

An individual applying for an initial license must complete an orientation provided by the department within twelve months prior to submitting a license application.

WAC 170-296A-1175 Basic STARS training.

A license applicant must complete the basic STARS training prior to an initial license being granted by the department.

WAC 170-296A-1800 Ongoing training.

(1) The licensee and each primary staff person must complete ten hours of department approved ongoing training each year. The training may include:

- (a) Licensee's or primary staff person's choice; and
- (b) Department directed training to include infant safe sleep training when licensee is licensed to care for infants.

(2) The licensee must complete the ongoing training requirement each year prior to continuing a nonexpiring full license.

(3) A primary staff person must complete the ongoing training requirement each year beginning from the date of initial employment.

(4) A licensee who exceeds the ten-hour ongoing training requirement in any year may carry over up to five hours of ongoing training toward meeting the next year's requirement. This does not include the required infant safe sleep training.

WAC 170-296A-1825 First aid and cardio pulmonary resuscitation (CPR) certification.

(1) The licensee and each staff person must have a current first aid and cardio pulmonary resuscitation (CPR) certification as established by the expiration date of the document.

- (2) Proof of certification may be a card, certificate or instructor letter.
- (3) The first aid and CPR training and certification must:
 - (a) Be certified by the American Red Cross, American Heart Association, American Safety and Health Institute or other nationally recognized certification approved by the department;
 - (b) Include infant, child, and adult CPR; and
 - (c) Include a hands-on component.

WAC 170-296A-1850 HIV/AIDS training—Bloodborne pathogens plan.

- (1) The licensee, each staff, and each household member who is responsible for the care of children must complete one time the state department of health training under chapter 70.24 RCW on the prevention and transmission of HIV/AIDS (human immunodeficiency virus/acquired immunodeficiency syndrome).
- (2) The licensee must have a written bloodborne pathogens plan that includes:
 - (a) A list of the staff, volunteers and household members providing child care who may be exposed to bloodborne pathogens; and
 - (b) Procedures cleaning up bodily fluid spills (blood, feces, nasal or eye discharge, saliva, urine or vomit), including the use of gloves, proper for cleaning and disinfecting of contaminated items, disposal of waste materials, and handwashing.

Examples of State License-Exempt Child Care Requirements

States have exemptions in law or regulation that define the types of center-based facilities and home-based providers that are not required to obtain a state license to operate legally.⁹ Most States allow exempt providers to receive CCDF funding. And while exempt providers are not subject to the regulatory requirements set forth by the licensing agency, the *Child Care and Development Block Grant Act of 2014* (CCDBG Act of 2014) requires States and Territories to have health and safety requirements in 10 different topic areas for all providers participating in the CCDF subsidy program, including requirements for preservice and ongoing training on those topics.¹⁰

National Trends

A review was conducted by the National Center on Child Care Quality Improvement (NCCCQI) of requirements for three types of home-based providers that are exempt from licensing requirements—exempt FCC homes, care by relatives, and in-home care. This information was compiled from States' statutes, regulations, and policy manuals for their child care assistance programs.

Prior to implementation the Child Care and Development Block Grant Act of 2014 (CCDBG Act of 2014), twenty-six (26) States required license-exempt home-based providers to complete training in topics related to health and safety and/or early childhood development.

- ◆ Seventeen (17) States required license-exempt home-based providers to complete this training prior to caring for children or within a few months of approval.

⁹ National Center on Early Childhood Quality Assurance. (2015). *Monitoring license-exempt CCDF homes*. Retrieved from <https://childcareta.acf.hhs.gov/resource/monitoring-license-exempt-ccdf-homes>

¹⁰ National Center on Early Childhood Quality Assurance. (2015). *Monitoring and supporting license-exempt care: Case studies*. Retrieved from <https://childcareta.acf.hhs.gov/resource/monitoring-and-supporting-license-exempt-care-case-studies>

- ◆ Thirteen (13) States required providers to complete training on an annual basis.
- ◆ Of these States, seven (7) require providers to complete preservice and annual training.
- ◆ Five (5) States called the required training an orientation.
- ◆ Twenty-one (21) States required license-exempt home-based providers to complete training in first aid and/or cardiopulmonary resuscitation (CPR) to receive payment from the child care assistance program.
- ◆ Fourteen (14) States required providers to have both first aid/CPR training and other training in health and safety or early childhood development topics.

State Examples

The following excerpts, taken from Arkansas and New Mexico requirements for license-exempt programs, are examples of requirements supporting minimum preservice or orientation and ongoing training requirements. These examples do not include all States that have these requirements, but are meant to represent a range of approaches States have taken in establishing requirements for license-exempt programs.

Arkansas

License-exempt FCC homes (**1–5 children**), relatives caring for children in their homes, and in-home care must complete a registration process to receive CCDF payment. The registration process is conducted by the licensing agency. Homes are inspected prior to registration approval.

Minimum Licensing Requirements for Registered Child Care Family Homes (January 2015)

http://humanservices.arkansas.gov/dccece/licensing_docs/2014%20A4%20RCCFH%20Final%20Filing.pdf

300 PERSONNEL

301 Caregiver Qualifications and Responsibilities

6. Newly registered home providers shall attend Family Child Care Provider Training within the first six months of being registered. ...

8. The caregiver shall obtain at least 15 hours of training registered with the Division of Child Care and Early Childhood Education Professional Development Registry, Department of Education, or Department of Higher Education approved training each year in continuing early childhood education, which is approved by the Division.

Topics appropriate for continuing early education shall include, but are not limited to the following:

- a. Child growth and development
- b. Nutrition and food service
- c. Parent communication and involvement
- d. Curriculum and curriculum development
- e. Developmentally appropriate practice and learning environments
- f. Behavior management

- g. Emergency care and first aid
 - h. Administration and management of early childhood program[s]
9. At least one caregiver who has a current certificate of successful completion of first aid and CPR from an approved organization shall be on site at all times.
- a. The curriculum shall conform to current American Heart Association or American Red Cross guidelines.
 - b. The curriculum shall require hands on, skill-based instruction, as well as practical testing. Training and certification that is provided solely “on-line” will not be accepted.
 - c. The instructor shall be qualified and authorized to teach the curriculum and shall be certified by a nationally recognized organization. (Including but not limited to: Health and Safety Institute; EMS Safety Services, Inc.) ...
14. Newly registered caregivers shall attend BAS (Business Administration Scale) training within the first six month of being registered

New Mexico

All family home child care providers caring for **fewer than five children** and receiving child care assistance subsidies or Child and Adult Care Food Program funding must be registered. Specialized staff in the Lead Agency conduct annual announced visits and follow ups, as needed, to registered home providers (relatives included).

“Part 2: Requirements Governing Registration of Non-Licensed Family Child Care Homes,” in “Chapter 17 Non-Licensed Child Care,” in *Title 8 Social Services (2006)*
<http://164.64.110.239/nmac/parts/title08/08.017.0002.pdf>

8.17.2.9 CAREGIVER REQUIREMENTS:

- E. Primary and secondary caregivers are required to attend six (6) hours of training annually. Training documentation must be maintained for three (3) years and include the caregiver’s name, the date of training, instructor’s name and signature, topic of training and number of hours completed.
- F. Primary caregivers caring for infants shall receive two hours of infant specific training within six months of registration.
- G. Primary caregivers are required to attend first aid training during their first year of registration.
- H. Remaining hours of training shall be within the seven competency areas. The competency areas are:
 - 1) child growth, development and learning;
 - 2) health, safety, nutrition and infection control;
 - 3) family and community collaboration;
 - 4) developmentally appropriate content;
 - 5) learning environment and curriculum implementation;
 - 6) assessment of children and programs; and

7) professionalism.

Additional Resources

- ◆ **Better Kid Care**, Penn State Extension, Penn State College of Agricultural Sciences.
<http://extension.psu.edu/youth/betterkidcare/early-care>.
Better Kid Care's distance education program assists child care providers in obtaining research-based professional development and is accepted for Pennsylvania Department of Public Welfare/Keystone STARS professional development requirements. Better Kid Care's professional development is also accepted by many States for licensing or quality rating requirements.
- ◆ **Data Explorer**, Early Childhood Training and Technical Assistance System.
<https://childcareta.acf.hhs.gov/data>
This tool provides state-by-state data about licensing requirements for preservice qualifications and ongoing training hours.
- ◆ **Early Educator Central: Pathways to Credentials and Degrees for Infant-Toddler Educators**, Office of Child Care and Office of Head Start.
<https://earlyeducatorcentral.acf.hhs.gov/>
This Web portal pulls together, in one location, existing coursework specific to infant-toddler teachers and providers. It also includes courses for early childhood program administrators, trainers, coaches, and consultants who support direct service staff.
- ◆ **Head Start Program Performance Standards**, U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start.
<http://eclkc.ohs.acf.hhs.gov/hslc/standards/hspps/45-cfr-chapter-xiii/45-cfr-chap-xiii-eng.pdf>.
The Head Start Program Performance Standards include standards related to this topic in the following sections:
 - Section 1306.23 Training
 - Section 1306.32 Center-based program option
 - Section 1306.33 Home-based program option
 - Section 1306.35 Family child care program option
 - Section 1308.4 Purpose and scope of disabilities service plan
 - Section 1308.5 Recruitment and enrollment of children with disabilities
 - Section 1310.17 Driver and bus monitor training
 - Section 1310.21 Safety education
- ◆ **Professional Development**, Healthy Child Care America.
<http://www.healthychildcare.org/ProfDev.html>
Online professional development courses on this site include the following:
 - Influenza Prevention & Control: Strategies for Early Education and Child Care Providers
 - Reducing the Risk of SIDS in Early Education and Child Care Online Module
 - Medication Administration in Early Education and Child Care Online Module
 - Preventing and Managing Infectious Diseases in Early Education and Child Care Online Module.

- ◆ **Professional-Development-To-Go**, Early Childhood Learning & Knowledge Center.
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/pd/pd-to-go>
This Web page provides ready-to-use professional development resources. These products may be useful to program managers, trainers, consultants, and those working in early education and care programs. The materials in this section reflect evidence-based practices, including the following:
 - Intensive, ongoing, active learning experiences
 - Specific, practice-focused content
 - Self-assessment and feedback
 - Alignment with instructional goals, learning standards, and curriculum materials

- ◆ **Professional Development Training for Child Care Providers**, Texas A&M AgriLife Extension.
<http://infanttoddler.tamu.edu/courses/ChildCareProviders.php>
This distance learning site offers quality online training for child care professionals that is convenient, flexible, affordable, and based on the latest research. Courses are available for professionals seeking to fulfill state-mandated training requirements and everyday users simply interested in learning more about a variety of topics.

- ◆ **Virtual Early Education Center (VEEC): Room by Room Practices for Health and Safety**, National Center on Early Childhood Health and Wellness.
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/health-services-management/program-planning/veec.html>
VEEC is an online tool for early care and education programs, including Head Start, Early Head Start, and child care. It is designed to have the look and feel of an actual early childhood education center. Visitors can move from room to room within the VEEC to find information on health and safety practices and useful resources. Use it to explore resources and information regarding Head Start Program Performance Standards and *Caring for Our Children*.

- ◆ **Virtual Lab School**, The Ohio State University in partnership with the Office of the Secretary of Defense and the National Institute of Food and Agriculture.
<https://www.virtuallabschool.org/about>
The Virtual Lab School (VLS) addresses a critical need for an easy-to-navigate online professional development and resource system that empowers professionals to build their knowledge and skills around research-based practices for working with children from birth to age 12. Supported by an extensive repository of professional development videos, research-based content, and relevant, interactive learning materials, the VLS system offers distinct tracks for center-based professionals, including direct-care providers (infant/toddler, preschool, and school-age), training and curriculum specialists (coaches), and management personnel, as well as a track for home-based care providers who typically care for mixed- age groups.

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