Welcome and Introductions

Barbara Buckshot-Jock
TA Specialist

Willow Abrahamson
TA Specialist

Melody Redbird-Post
Project Director
Agenda

- Purpose
- Monitoring and enforcement systems review
- Planning for monitoring
- Working with your provider
- Conducting monitoring visits
- Monitoring and communication skills
- Resources
Purpose

Enhance knowledge base for successful implementation of effective monitoring and enforcement strategies, using the [American Indian and Alaska Native (AI/AN) Child Care and Development Fund (CCDF) Monitoring Toolkit](#)
Let’s Review

- Webinar 1: Developing Monitoring and Enforcement Systems for AI/AN CCDF Programs
Components of Effective Monitoring and Enforcement Systems

CCDF Final Rule

- Standards
- Policies and Procedures
- Enforcement
- Monitoring
- Licensing
Monitoring Requirements

AI/AN CCDF grantees must have requirements for health, safety, fire, monitoring, and inspection as follows:

- **Licensed*** or regulated CCDF providers
  - One prelicensure inspection
  - An annual unannounced inspection

- **License-exempt CCDF providers**
  - An annual inspection

- **Or** AI/AN CCDF grantees may describe an alternative monitoring approach in their CCDF Plan and provide adequate justification for the approach

* AI/AN CCDF grantees are not required to have licensing requirements for child care.

Child Care and Development Fund, 45 C.F.R. §§ 98.42, 98.83 (2016).
How can you implement your monitoring system in your program and with your providers?
AI/AN CCDF Monitoring Toolkit Components

- Three guides
  - Developing monitoring systems
  - Monitoring child care centers
  - Monitoring child care homes

- Sample forms

- Three videos
  - Monitoring tribally operated centers
  - Monitoring tribal child care centers
  - Monitoring tribal child care homes

These guides were originally published by the National Center on Tribal Child Care Implementation and Innovation under contract #HHSP23320110017YC. The current versions were updated in 2017 by the National Center on Tribal Early Childhood Development (under contract #HHSP233201600353G) for the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services.
AI/AN CCDF Monitoring Toolkit Guides

- **Developing Child Care Monitoring and Enforcement Systems: A Guide for American Indian and Alaska Native Grantees**
- **Monitoring Child Care Centers: A Guide for American Indian and Alaska Native Grantees**
- **Monitoring Child Care Homes: A Guide for American Indian and Alaska Native Grantees**

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Planning for Monitoring
Standards

The CCDF final rule defines health and safety requirements for AI/AN CCDF grantees:

- **All AI/AN CCDF grantees** must have health and safety standards for all CCDF providers.
- Standards must be developed; adopted through law, ordinance, or resolutions; and implemented by 2019.
- Compliance will be determined with approval of 2020–2022 plans.

Child Care and Development Fund, 45 C.F.R. § 98.41 (2016).
Required Heath and Safety Standards

Standards that address 11 required health and safety topics:

1. Prevention and control of infectious diseases (including immunizations)
2. Prevention of sudden infant death syndrome and use of safe sleeping practices
3. Administration of medication, consistent with standards for parental consent
4. Prevention of and response to emergencies due to food and allergic reactions
5. Building and physical premises safety
6. Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment
7. Emergency preparedness and response
8. Handling and storage of hazardous materials and the appropriate disposal of biocontaminants
9. Appropriate precautions in transporting children, if applicable
10. Pediatric first aid and cardiopulmonary resuscitation
11. Recognition and reporting of child abuse and neglect

As well as standards that address the following:

- Group size limits for specific age groups
- Child-caregiver ratios for specific age groups
- Required qualifications for caregivers.

Child Care and Development Fund, 45 C.F.R. § 98.41 (2016).
As a monitor, you wear many hats!

This guide will help you find a balance as a monitoring professional.
Preparing for Monitoring

- Review standards
- Align checklists with standards
- Review the center or provider’s file
- Check ages and number of children
- Obtain a list of current staff members
- Review previous monitoring reports (if applicable)
- Prepare helpful resources to share

Tribal Child Care Sample Provider Monitoring Form (Center Appendix C)

Tribal Child Care Sample Kitchen Inspection Form (Center Appendix D)

Wordle Activity

What are the resources you use to monitor your CCDF program?
Monitor’s Role

Monitors are responsible for many things:

- Checking child care centers and homes to make sure they meet the standards that the tribe has established
- Teaching and helping providers meet and stay in compliance with the standards

Monitoring In Action

- Monitoring Child Care Centers Video
Working with Your Provider
Working with Providers

- **Check** to make sure the center or provider meets the standards your Lead Agency has established.
- **Teach and assist** providers in meeting and staying in compliance with the standards.
- **Help** providers make children feel loved and nurtured so they can grow and develop.
Relationship and Role

- Recognizing different perceptions
- Easing inspection anxiety
- Setting the right tone
- Teaching the standards
- Being a role model
- Being consistent
- Clarifying role

Effective Monitoring Skills

- Communicating
- Interviewing
- Observing
- Providing technical assistance
- Documenting
- Developing program knowledge
- Organizing and managing your time and caseload
- Ensuring cultural sensitivity

Monitoring In Action

- Monitoring Tribal Child Care Homes Video
Conducting the Monitoring Visit
Conducting Monitoring Visits

- Introduce yourself
- Share the monitoring form and checklist
- Observe surroundings and provider interactions with children
- Reference standards and monitoring checklist to confirm that the provider is meeting the tribal standards

Important Notes for Monitors

- Ensure thorough knowledge of the tribe’s CCDF health and safety standards
- Confirm that the monitoring checklist matches the standards
- Know your tribe’s CCDF policies and procedures related to monitoring
- Be sensitive to the anxiety of the staff you will be monitoring
- Be aware of your own emotions and how you conduct yourself

Completing Monitoring Visits

- Complete monitoring checklist
- Discuss findings with provider
- Carefully go over any violations found and discuss the needed corrections
- Ask how the provider will correct the problems
- Provide technical assistance to help the provider with the plan of corrections

Monitoring Follow-Up

- Leave helpful and relevant technical assistance materials for the provider
- Ask whether there is other information that the provider needs
- Thank the provider for the services she or he provides

Monitoring In Action

- Monitoring Child Care Centers Video
Monitoring and Communication Skills
Effective Communication Skills

- **Active listening:** Paying close attention to the words the speaker is using
- **Respecting differences:** Each person brings experiences, beliefs, culture, and values to communication and relationships
- **Maintaining confidentiality:** Responsible for ensuring that any personal information protected by law and tribal policy is not being shared with others

Monitoring In Action

- Monitoring Tribal Child Care Homes Video
Resources
AI/AN CCDF Monitoring Toolkit Components

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Monitoring Child Care Centers: A Guide for American Indian and Alaska Native Grantees

Active Listening (Center Appendix A)

Active Listening
- This means paying close attention to the words the speaker is using, how the person is saying it, and also other cues to understand what a person is saying. The following are important to active listening:
  - Step 1: As a listener, you stop what you are doing and give the speaker your full attention. This shows the speaker that what she/he has to say is important. For example:
    1. While the person is speaking, don’t fidget and squirm and start looking at your watch as if you want to move on to something else.
    2. Instead, you make the person feel as if this is the most important thing you could be doing right now and your time is truly valuable.
    3. You seem to assume that the speaker has something worthwhile to say.
  - Look – Eye contact is important. When you make eye contact – looking right at the speaker shows that you respect what she/he is saying. It also lets you see the person’s facial expressions and what her/his body is saying (body language). For example:
    1. You look the speaker in the eye and give her/him your full attention.
    2. You smile at the person and make her/him feel comfortable and valued.
    3. Or, you begin shaking your hand and saying “no” before the speaker has finished a thought.
  - Listen – As a listener, you need to pay close attention to the words of the speaker and the way she/he says them (the sound of her/his voice), it is common to a particular topic? You want to try to understand both what the speaker is saying and also her/his feelings. Don’t start thinking about your response. For example:
    1. You ask questions that show that you are trying to understand.
    2. Whether or not you agree, you make that person feel that you respect her/his opinions and feelings.
    3. Or, you think the speaker’s sentences as though nothing she/he has to say is new or important to you.
  - Respond – This is the final step in the process of active listening. Only after you hear and can understand what she/he means, do you start to think about an effective answer. Think of your response before you speak. The following things are important to keep in mind as you respond:
    1. You do this with respect, showing interest in what the person said and that you understand her/his feelings.
    2. To show mutual respect and a sense of cooperation, you don’t answer impulsively (quickly saying the first thing that comes to mind without thinking through your response).
    3. If you don’t know the answer to a question, be honest and tell the person you will get back to her/him or refer the person to the R&R or other resource who can provide the right information.

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https://childcareta.acf.hhs.gov/sites/default/files/public/center_appendix_a_active_listening_coded.pdf
Active Listening (Home Appendix A)

https://childcareta.acf.hhs.gov/sites/default/files/public/home_appendix_a_active_listeningcoded.pdf
Assessment: Are You Listening? (Center Appendix B)

https://childcareta.acf.hhs.gov/sites/default/files/public/center_appendix_b_are_you_listening_coded.pdf
Assessment: Are You Listening? (Home Appendix B)

https://childcareta.acf.hhs.gov/sites/default/files/public/home_appendix_b_are_you_listeningcoded.pdf
Monitoring Videos

- Monitoring Tribal Child Care Homes
- Monitoring Child Care Centers
- Monitoring Your Tribal CCDF Center
Monitoring Guides

- Developing Child Care Monitoring and Enforcement Systems: A Guide for American Indian and Alaska Native Grantees
- Monitoring Child Care Centers: A Guide for American Indian and Alaska Native Grantees
- Monitoring Child Care Homes: A Guide for American Indian and Alaska Native Grantees
Questions?

Thank You!