



# National Center on Tribal Early Childhood Development

## Monitoring Child Care Centers and Child Care Homes



# Welcome and Introductions



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# Agenda

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



# Purpose

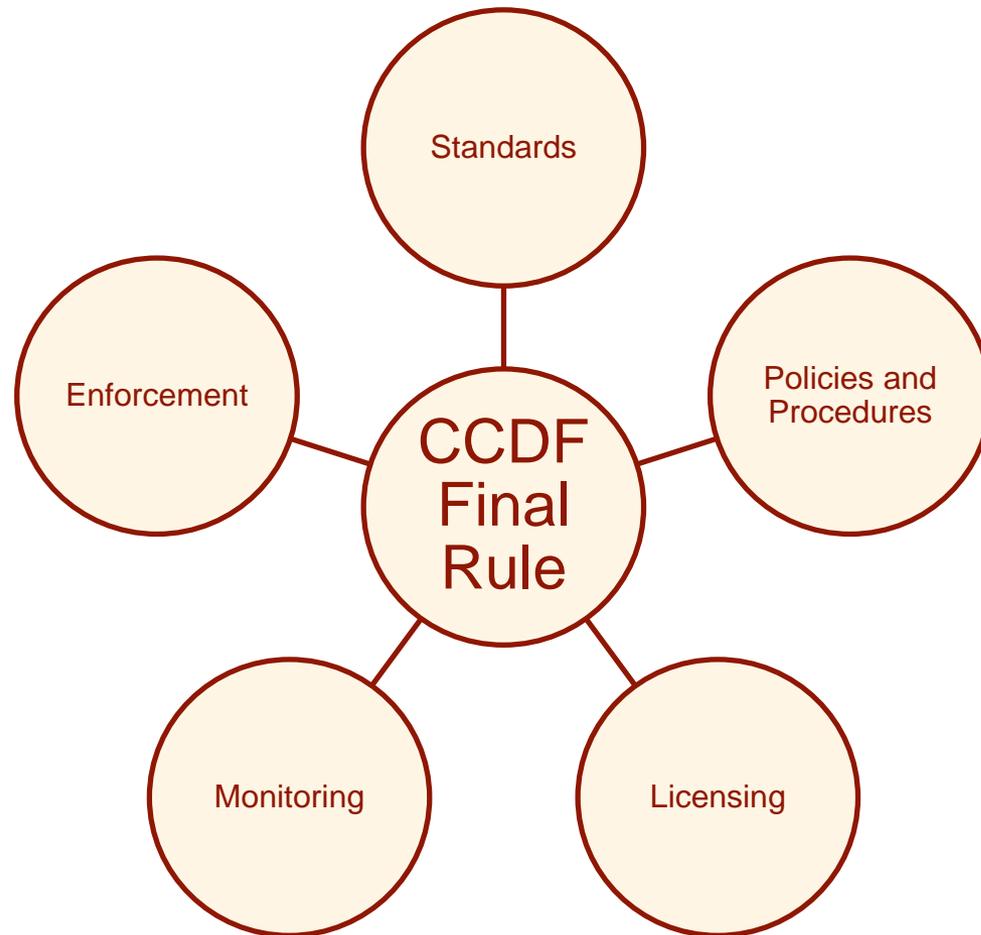
Enhance knowledge base for successful implementation of effective monitoring and enforcement strategies, using the [American Indian and Alaska Native \(AI/AN\) Child Care and Development Fund \(CCDF\) Monitoring Toolkit](#)



# Let's Review

- ◆ Webinar 1: [Developing Monitoring and Enforcement Systems for AI/AN CCDF Programs](#)

# Components of Effective Monitoring and Enforcement Systems



# 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

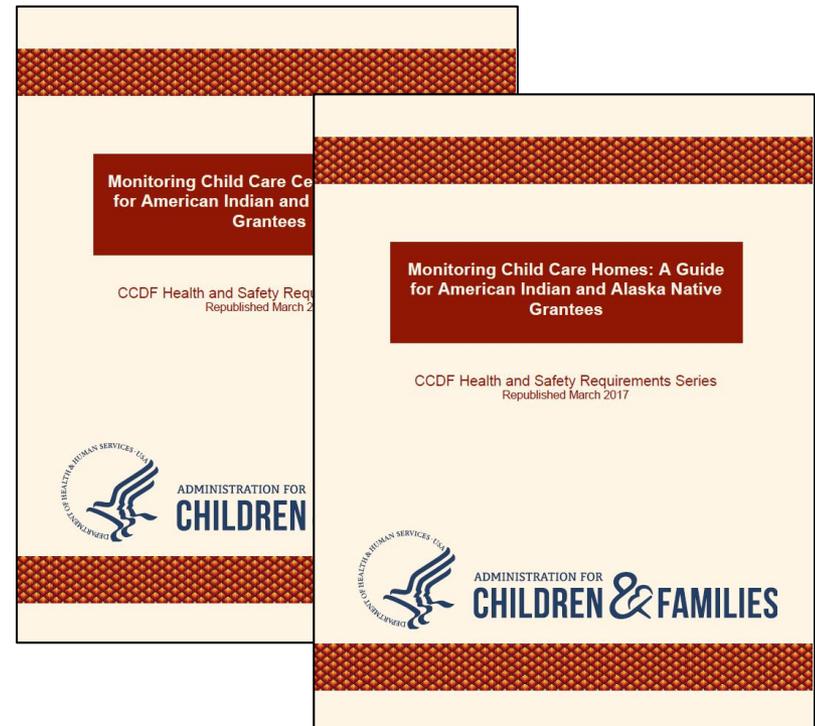
\* AI/AN CCDF grantees are not required to have licensing requirements for child care.

Child Care and Development Fund, 45 C.F.R. §§ 98.42, 98.83 (2016).



# Effective Child Care Monitoring and Enforcement

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 Health 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.



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# 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

*Monitoring Child Care Centers: A Guide for American Indian and Alaska Native Grantees, p. 5.*

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

**Center Appendix C**

**Tribal Child Care Sample Provider Monitoring Form**

Name of Provider: \_\_\_\_\_ Address: \_\_\_\_\_  
 Date of Visit: \_\_\_\_\_ Interviewer: \_\_\_\_\_  
 Number of Children in Care: \_\_\_\_\_ Ages: \_\_\_\_\_ Number of Adults: \_\_\_\_\_

Item	Yes	No	N/A	Comments
1. Child-to-caregiver ratios and group size meet or exceed state standards.				
2. Background checks are completed on adults working with children.				
3. Caregivers are participating in appropriate training.				
4. Infants are placed on their back to sleep.				
5. Infants are always held during bottle feeding.				
6. Written, appropriate policies and procedures are in place.				
7. The child care setting is safe and meets tribal, state, or local fire and safety regulations.				
8. Approved, properly maintained multi-purpose fire extinguishers are readily available.				
9. Operating smoke detectors are in place.				
10. There are 2 unblocked exits on each level.				
11. All windows are in good repair. Glass, screens, and locks are in good condition.				
12. The premises are free of hazardous levels of lead paint.				
13. There is sufficient heating and cooling within the facility to maintain a temperature that will not harm children.				
14. The home is clean and free of litter and rubbish and in good repair.				
15. Electrical wall sockets are covered when children are present.				
16. Food storage and preparation areas are clean.				
17. Drinking water is accessible to children while indoors or outdoors.				
18. Nutritious meals and snacks are provided.				

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[https://childcareta.acf.hhs.gov/sites/default/files/public/center\\_appendix\\_c\\_sample\\_provider\\_monitoring\\_form\\_coded.pdf](https://childcareta.acf.hhs.gov/sites/default/files/public/center_appendix_c_sample_provider_monitoring_form_coded.pdf)

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

**Center Appendix D**

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**Tribal Child Care Sample Kitchen Inspection Form**

Center: \_\_\_\_\_ Date: \_\_\_\_\_

Cook on duty: \_\_\_\_\_ Inspected by: \_\_\_\_\_

Rev. USDA/ACF/OPI/OPDHS Health & Sanitation Regulations  
 ND Performance Standards 1304.22(a)(1); 1304.59(a)(1)(iv); (vi); (vii); 1304.52(a)(7)

Compliance Item	Yes	No	Comments	Correction Date
Are kitchen inspections posted and/or accessible by appropriate personnel?				
Are required potter/skive skills in good repair?				
Is the kitchen inaccessible to children, unless there is constant supervision by an adult?				
Are eating utensils & tableware free of cracks and chips?				
When dishes are hand washed, is bleach used to sanitize dishes in final bath? Are procedures, wash time-sterilize-at dry being followed?				
Are thermometers in refrigerator and freezer at proper temperature regulation?				
Are chemicals stored in locked cupboard, not accessible to children? (Not above eye level for adult safety)				
Do labeled chemicals poured into other containers (e.g. spray bottles) include warning/hazard information on new container?				
Are food service sponges kept in container when not in use and used only for food service?				
Are garbage cans containing food covered?				
Is garbage emptied daily?				
Are all items stored in the kitchen appropriate marked to food service?				
Are all opened packaged foods stored in closed metal or plastic containers and labeled and dated?				
Are all foods in refrigerator covered, labeled and dated?				
Are all food products above floor level?				

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[https://childcareta.acf.hhs.gov/sites/default/files/public/center\\_appendix\\_d\\_sample\\_kitchen\\_inspection\\_form.pdf](https://childcareta.acf.hhs.gov/sites/default/files/public/center_appendix_d_sample_kitchen_inspection_form.pdf)

# 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 Child Care Centers: A Guide for American Indian and Alaska Native Grantees, p. 6.*

# Monitoring In Action

- ◆ [Monitoring Child Care Centers Video](#)



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# 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.

*Monitoring Child Care Centers: A Guide for American Indian and Alaska Native Grantees, p. 6.*

# Relationship and Role

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

*Monitoring Child Care Centers: A Guide for American Indian and Alaska Native Grantees*, pp. 6–10.



# Effective Monitoring Skills

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

*Monitoring Child Care Centers: A Guide for American Indian and Alaska Native Grantees, p. 6.*

# Monitoring In Action

- ◆ [Monitoring Tribal Child Care Homes Video](#)



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# 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



*Monitoring Child Care Centers: A Guide for American Indian and Alaska Native Grantees, p. 14.*

# 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

*Monitoring Child Care Centers: A Guide for American Indian and Alaska Native Grantees, pp. 17–19.*

# 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 Child Care Centers: A Guide for American Indian and Alaska Native Grantees, p. 17.*

# 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 Child Care Centers: A Guide for American Indian and Alaska Native Grantees, p. 17.*



# Monitoring In Action

- ◆ [Monitoring Child Care Centers Video](#)



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# 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 Child Care Centers: A Guide for American Indian and Alaska Native Grantees, p. 11.*

# Monitoring In Action

- ◆ [Monitoring Tribal Child Care Homes Video](#)



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# Resources



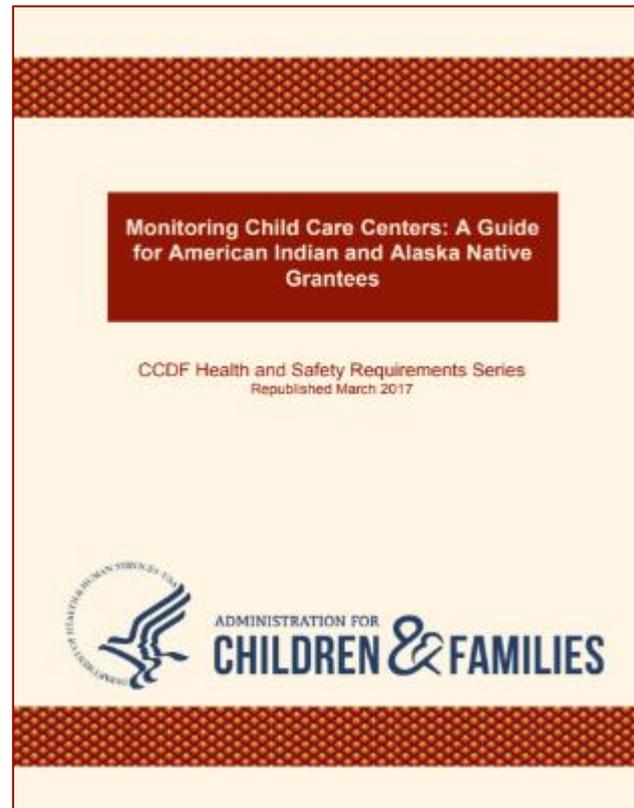
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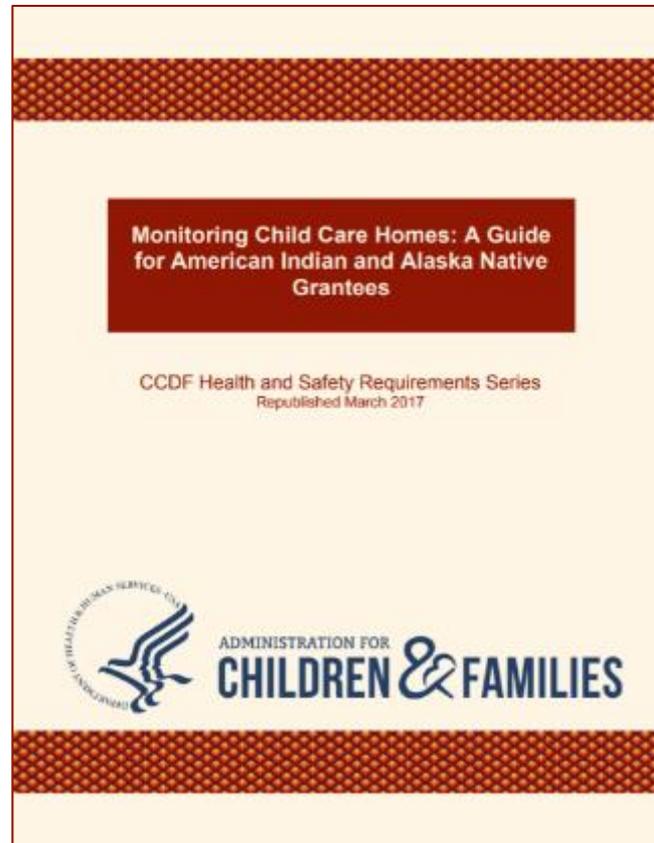
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# Monitoring Child Care Centers: A Guide for American Indian and Alaska Native Grantees



[https://childcareta.acf.hhs.gov/sites/default/files/public/monitoring\\_child\\_care\\_centers\\_5\\_26\\_final\\_compliant\\_revised-1.pdf](https://childcareta.acf.hhs.gov/sites/default/files/public/monitoring_child_care_centers_5_26_final_compliant_revised-1.pdf)

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



<https://childcareta.acf.hhs.gov/resource/monitoring-child-care-homes-guide-american-indian-and-alaska-native-grantees>

# Active Listening (Center Appendix A)

**Center Appendix A**

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## Active Listening

*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:

- **Stop** – 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:
  - While the person is speaking, don't fidget and squirm and start looking at your checklist as if you want to move on to something else.
  - 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 theirs.
  - 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 he/she body is saying (body language). For example:
  - You look the speaker in the eye and give her/him your full attention.
  - You smile at the person and make her/him feel comfortable and valued.
  - Or, you begin shaking your head 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 provider and the way she/he says them (the sound of her/his voice); is it common to a particular Tribe? 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:
  - You ask questions that show that you are trying to understand.
  - Whether or not you agree, you make that person feel that you respect her/his opinions and feelings.
  - Or you finish the speaker's sentences as though nothing she/he has to say is new or important to you.
- **Respond** – This is the last 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:
  - You do this with respect, showing interest in what the person said and that you understand her/his feelings.
  - 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).
  - If you don't know the answer to a question, be honest and tell the provider you will get back to her/him or refer the provider to the R&R or other resource who can provide the right information.

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# Active Listening (Home Appendix A)

## Home Appendix A

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# Assessment: Are You Listening? (Center Appendix B)

**Center Appendix B**

**Are You Listening?**

Often	Seldom	When you and I are talking together....
		You make me feel as if this is the most important thing you could be doing right now and that your time is truly mine.
		Your attention is divided. You interrupt our conversation by answering the phone or addressing the needs of others who come by your door.
		You begin shaking your head or saying "no" before I finish.
		You make references to other conversations; there is a history to our communication.
		You fidget and squirm and look at the clock as though you can't wait to get on to other, more important, projects and conversations.
		You begin asking questions before I finish my message.
		You look me in the eye and really focus your attention on me.
		You ask questions that let me know you weren't really listening.
		You finish my sentences for me as though nothing I have to say could be new to you.
		You express interest by asking thoughtful questions and by contributing your insights.
		You change the agenda by taking over and changing the content of the conversation.
		You follow up on what we discussed and keep me posted on what is happening.
		You are sensitive to the tone of what I have to say and respond respectfully.
		You give me credit for ideas and projects that grow out of our communications.
		You try to speed things up and leap ahead with ideas or conclusions as though we're in a rush.
		You smile at me and make me feel comfortable and valued.
		You make jokes about things that are serious to me and thereby belittle my concerns.
		You get defensive and argue before I can fully explain my point.
		You seem to assume I have something worthwhile to say.
		You ask questions which demonstrate your efforts to understand what I have to say.
		Whether or not you agree with me, you make me feel that my opinions and feelings are respected.

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# 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*





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# Thank You!

