



District of Columbia  
Office of the State Superintendent of Education

# Trainer Approval Program (TAP) Manual

Revised September 2023

## Introduction

Thank you for your interest in becoming an early care and education (ECE) professional development (PD) certified trainer through the Office of the State Superintendent of Education (OSSE). The Division of Early Learning (DEL) is committed to providing a clear message to our professional workforce to use developmentally appropriate best practices that reflect current and evidence-based research in the ECE field.

As you read this manual, you will find a table of contents that covers the comprehensive and detailed procedural guidance you will need as an OSSE-certified trainer of ECE professionals. We welcome your application and wish you the best in your endeavors.

If you have any questions or need additional support, please contact Hurley and Associates, LLC (H&A) at [OSSELMs@erhurleyassoc.com](mailto:OSSELMs@erhurleyassoc.com) or (202) 905-2358. H&A manages the TAP process on behalf of OSSE.

All links to the online applications and PDFs of forms mentioned in this manual may be found online at [osse.dc.gov/publication/trainer-approval-program-tap-process](https://osse.dc.gov/publication/trainer-approval-program-tap-process). Only the applications and forms found at this link will be accepted. Any outdated forms will be returned without review.

Please note, any policies and procedures outlined in this manual are subject to change.

**“Providers of effective professional development experiences have an appropriate knowledge and experience base. In addition to helping ensure the accuracy and quality of the material presented, meeting this principle is important for establishing credibility and legitimacy in the eyes of the participants.”**

*Conceptual Framework for Early Childhood Professional Development*  
National Association for the Education of Young Children (NAEYC)

**“Developmentally appropriate practice in early childhood education is also a good model for effective practice in teacher education. Adult learners, like children, need to play – that is they need to take initiative, make choices among possibilities, act and interact. And, as adults, they need to engage in dialogue and reflection about their experience. I believe that this process should characterize both college classes and in-service experiences. In both settings, learners should be doing more talking than their instructors do, and their talk should be based in their concrete experience.”**

*Growing Teachers: Partnerships in Staff Development*  
Elizabeth Jones

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## Program Overview

Young children's access to high-quality ECE experiences has the potential to improve their early academic skills and learning-related behaviors, especially for children from disadvantaged backgrounds.<sup>1</sup> Part of ensuring access to high-quality programs is the requirement that early childhood educators have a solid foundational understanding of child development and instructional practices. Predictors of quality at the individual teacher level include educational attainment and participation in PD; current research shows that when early childhood educators achieve higher levels of formal education and receive specialized training with support, they are more likely to function as a highly effective workforce, use evidence-based practices and sustain an ongoing professional commitment to the field.<sup>2</sup> Accordingly, in addition to encouraging higher educational attainment, policies regarding the ECE workforce should focus on a robust offering of PD opportunities and supports aimed at teacher interactions with children.

DEL's mission is to provide cross-sector leadership and coordination to strengthen systems and partnerships with families and improve equitable access to high-quality ECE programs and services to ensure all children, ages birth to 8, are well prepared for school and life. Aligned with this mission, and current research, is the goal of the DEL Trainer Approval Program (TAP) to provide the DC ECE workforce with access to high-quality training opportunities and interactions with qualified trainers to positively impact the quality of the care, teaching and learning that benefit children and families. PD trainers of DC's ECE workforce must possess professional career experiences and personal education backgrounds in the field that are relevant to and aligned with the DEL PD objectives and priorities. Certified trainers vetted through the TAP application process are well versed in their areas of expertise and specific core knowledge area(s) (CKA) and are able to effectively demonstrate their understanding of the [District of Columbia Early Learning Standards](#) (DC ELS).

Because all staff working in DC licensed child care facilities and out-of-school time (OST) programs must provide evidence that they are meeting or exceeding the minimum number of hours of PD annually,<sup>3</sup> TAP is a necessary quality assurance mechanism as part of DEL's larger system of supports for the ECE workforce in accessing high-quality training opportunities and continuous professional growth.

At this time, there are currently no fees required for a TAP applicant. However, this may change in the future as OSSE sees appropriate.

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<sup>1</sup> Burchinal, M., Magnuson, K., Powell, D., & Hong, S. S. (2015). Early childcare and education. *Handbook of child psychology and developmental science*, 1-45. [doi.org/10.1002/9781118963418.childpsy406](https://doi.org/10.1002/9781118963418.childpsy406)

<sup>2</sup> References:

Manning, M., Garvis, S., Fleming, C., & Wong, G. T. W. (2017). *The relationship between teacher qualification and the quality of the early childhood education and care environment*. Campbell Systematic Reviews 2017 (1). [doi.org/10.4073/csr.2017.1](https://doi.org/10.4073/csr.2017.1)

Schilder, D. (2016). *Early childhood teacher education policies: Research review and state trends*. New Brunswick, NJ: Center on Enhancing Early Learning Outcomes. Retrieved from [ceelo.org/wp-content/uploads/2016/04/ceelo\\_policy\\_report\\_ec\\_teach\\_education\\_policies\\_final\\_for\\_web\\_2016\\_04.pdf](https://ceelo.org/wp-content/uploads/2016/04/ceelo_policy_report_ec_teach_education_policies_final_for_web_2016_04.pdf)

Soliday Hong, S. L., Sabol, T. J., Burchinal, M. R., Tarullo, L., Zaslow, M., & Peisner-Feinberg, E. S. (2019). ECE quality indicators and child outcomes: *Analyses of six large child care studies*. *Early Childhood Research Quarterly*, 49, 202-217. [doi.org/10.1016/j.ecresq.2019.06.009](https://doi.org/10.1016/j.ecresq.2019.06.009)

<sup>3</sup> Per District of Columbia Municipal Regulations (DCMR) 5-A139 ([dcregs.dc.gov/Common/DCMR/SectionList.aspx?SectionNumber=5-A139](https://dcregs.dc.gov/Common/DCMR/SectionList.aspx?SectionNumber=5-A139))

## Trainer Expectations

A part of DEL's PD framework is the expectation that certified TAP trainers hold themselves to high standards and are committed, above all, to ensuring the welfare and development of young children. To that end, the following sections outline the expectations that DEL has of its TAP-certified trainers.<sup>4</sup>

OSSE reserves the right to immediately deny or terminate any TAP trainer certification at any time based on findings of a substantial failure by a trainer to comply with:

1. The provisions of this manual, including trainer expectations; and
2. Any law, regulation or policy of OSSE or DC.

Please see the "Termination of Approved Trainer Certification" section on page 32.

Individuals may file a complaint against a trainer for any reason by submitting the "Trainer Complaint Form" (see *TAP Additional Resources*) to [OSSE.TrainerComplaints@dc.gov](mailto:OSSE.TrainerComplaints@dc.gov).

**All current and new TAP-certified trainers will be required to sign an acknowledgment of these trainer expectations to be included with their TAP files.**

## Adult Learners

DEL's PD programming, including TAP, is designed to be robust and workforce-centered. The members of the ECE workforce who attend each training are the primary customers. As such, the trainer:

1. Recognizes that adults learn differently than children. The trainer uses principles of adult learning<sup>5</sup> to design and deliver training:
  - a. Adults are self-directed, autonomous and independent;
  - b. Adults tend to learn by drawing from their previous experiences;
  - c. Adults tend to be ready to learn what they believe they need to know;
  - d. Adults learn for immediate applications rather than for future uses;
  - e. Adults are more internally motivated than externally motivated; and
  - f. Adults need to know the value of learning and why they need to learn.
2. Recognizes and respects the diverse cultures, perspectives, abilities and learning styles of the adult learner.
3. Provides learning experiences that match the needs, learning styles, cultures and stages of development of adult learners.
4. Ensures that their trainings serve diverse adult learners (including diversity in language, culture, race/ethnicity, differently abled and social class).
5. Provides sound educational experiences that enable adult learners to understand and provide for the optimal development of children and support for their families.

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<sup>4</sup> These expectations are based, in part, on the following documents:

NAEYC. (2011). Code of ethical conduct and statement of commitment. Retrieved from [naeyc.org/resources/position-statements/ethical-conduct](https://naeyc.org/resources/position-statements/ethical-conduct)

NAEYC. (2004). Code of ethical conduct: Supplement for early childhood adult educators. Retrieved from [naeyc.org/resources/position-statements/ethical-conduct](https://naeyc.org/resources/position-statements/ethical-conduct)

<sup>5</sup> Reference:

Knowles, M. S., Holton, III, E. F., Swanson, R. A., & Robinson, P. A. (2020). *The adult learner: The definitive classic in adult education and human resource development* (9<sup>th</sup> ed.). Routledge. [doi.org/10.4324/9780429299612](https://doi.org/10.4324/9780429299612)

6. Evaluates adult learners fairly, using standards that are congruent with DEL's mission and regarded as accepted practice in the field.
7. Gives learners a fair chance to succeed and diverse ways to demonstrate their competence.
8. Has high and reasonable expectations of learners.
9. Builds into all trainings minimum required levels of participation and demonstrations of understanding and competence.

## Professionalism

As a professional working with the ECE workforce, it is expected that the trainer:

1. Respects ECE as a profession.
2. Respects the critical role of a knowledgeable, competent and diverse ECE workforce in supporting the development and learning of young children.
3. Aligns training content with the CKAs (see the "CKAs" section on page 11) and supports the implementation of the DC ELS published in 2019.
4. Delivers content that is based on current and accurate research and knowledge of the fields of ECE, child development, adult development and learning and other relevant disciplines.
5. Uses practice-focused content and links theory to practice.
6. Provides information about disparities between best practice and commonly accepted practice to better prepare the ECE workforce to face ongoing challenges related to their work with children.
7. Presents controversial material fairly, acknowledging the validity of contrasting perspectives and, when appropriate, identifying their own biases.
8. Stays informed through continuing education and training.
9. Communicates openly and truthfully about the nature and extent of services that they provide.
10. Offers training and instruction only in areas in which the trainer has appropriate experience and expertise.
11. Bases recommendations on the trainer's informed and unbiased professional opinion in the trainer's role as an ECE expert. The trainer exercises caution before recommending commercial products or services.
12. Makes it clear at the outset if the training involves the sale of products or services from which the trainer stands to gain financially and will do this only if the products or services are relevant and serve educational goals.
13. Keeps roles separate in the event that involvement with an adult learner involves more than one role (e.g., instructor, employer and supervisor). The trainer makes decisions and recommendations and gives feedback appropriate to the different contexts.
14. Honors confidentiality, sharing only necessary information about an adult learner only to those who need to know and only through appropriate professional channels.
15. Encourages professionalism of the adult learners with whom the trainer works.

## Welfare of Young Children

Because ensuring the welfare and development of young children is at the core of DEL's work, it is expected that the trainer:

1. Makes the welfare of children the deciding factor in decisions regarding work with adult learners. The trainer does not participate in or overlook practices that are harmful to children.

2. Makes every effort to support children and families by basing the trainer's statements on current child development and ECE research when asked to provide an informed opinion on issues/practices.
3. Speaks out against practices that are unjust or harmful to young children and their families.

## Representing the Agency

When providing trainings to the DC ECE workforce as a TAP-certified trainer, the trainer represents OSSE, its mission and its learning goals and objectives. Besides abiding by the expectations outlined above, OSSE requires that the trainer:

1. Does not speak or act on behalf of OSSE, DEL or TAP unless authorized. The trainer takes care to acknowledge when speaking for OSSE, DEL or TAP and when expressing a personal judgment.
2. Considers the perception of what activities are undertaken as a TAP-certified trainer.
3. Follows good business practice. For example, if requiring payment for services as a TAP-certified trainer, ensure that there is a written, signed contract with clients, documentation of any payment received, etc.<sup>6</sup>
4. Is aware of and complies with the pertinent laws and regulations of conducting business within DC.
5. Does not abuse or misrepresent their certification as a TAP trainer.
  - a. If a trainer is certified as an individual-level trainer, the trainer may not represent themselves as a training organization.
  - b. An individual who is approved to train under an organization but who is not approved as an individual-level trainer may only use the organization's TAP certification number when training as a representative of the organization. That trainer may not use the organization's TAP certification number when not training as a representative of the organization. Individuals who are approved to train under an organization but would like to train separately from that organization are welcome to apply as an individual-level trainer.
6. Consults with H&A if unsure about any activity undertaken or planning to undertake as a TAP-certified trainer.
7. Reports to OSSE any observed non-compliance of these trainer expectations or any illegal or unethical behavior by other TAP-certified trainers or any individual or organization purporting to be a TAP-certified trainer or otherwise offering trainings or credentials to the DC ECE workforce. Such reporting may be submitted using the "Trainer Complaint Form" (see *TAP Additional Resources*) to [OSSE.TrainerComplaints@dc.gov](mailto:OSSE.TrainerComplaints@dc.gov). (Also see the "Termination of Approved Trainer Certification" section on page 32.)

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<sup>6</sup> NOTE: Written contracts between TAP-certified trainers and clients who are part of the DC ECE workforce or who employ the DC ECE workforce are required. See the "Training Requirements" section on page 38.



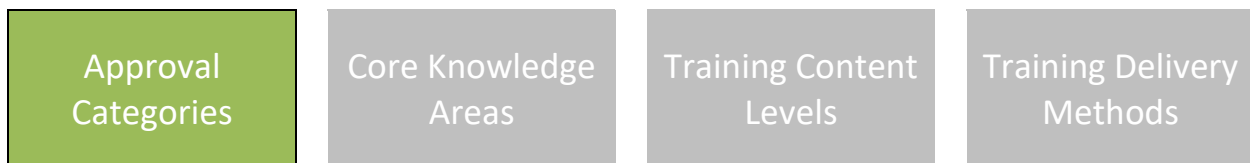
## TAP Application Elements

There are four main elements of the TAP application.

1. Approval categories
2. CKAs
3. Training content levels
4. Training delivery methods

The four main elements are discussed in further detail in the following sections.

### Approval Categories



There are three categories into which all applicants and certified trainers are categorized: individual, organization and exempt. They are described below.

1. Individual
  - a. Definition: An individual trainer is a person who provides training to the ECE and OST workforce either in early childhood/youth development or in a specialized field.
  - b. Eligibility: A person may apply to be a certified individual trainer if s/he provides early childhood/youth development training, independent of an organization, to the ECE and OST workforce.
    - i. If a person represents a specialized field, s/he may apply to be a certified individual trainer if s/he provides training, independent of an organization, to the ECE and OST workforce on a specialized subject (e.g., health (as a nurse), fire safety (as a firefighter), business practices (as an accountant), etc.). Please note that a trainer applying to train in a specialized field is required to complete the entire application.
  - c. Limitations:
    - i. TAP certifications are non-transferable. Trainers may not use a TAP trainer approval number not assigned to them.
    - ii. Individual trainers are not eligible to be trainers for the Child Development Associate (CDA). CDA trainers must come from an organization, per the Council for Professional Recognition (the administrator of the CDA credential).<sup>7</sup>
2. Organization
  - a. Definition: An organization trainer is an entity that provides training to the ECE and OST workforce either in early childhood/youth development or in a specialized field.

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<sup>7</sup> Reference: Council for Professional Recognition. (n.d.). CDA Credentialing Program FAQs. Retrieved from [cdacouncil.org/en/faqs/](https://cdacouncil.org/en/faqs/)

- b. Eligibility: An entity may apply to be a certified organization trainer if it is able to provide a business license or tax identification number and provides training in early childhood/youth development or in a specialized field to the ECE and OST workforce.
  - i. The organization must demonstrate that their policy for hiring trainers is aligned with the trainer approval requirements outlined in this manual.
  - ii. If an organization represents a specialized field, it may apply to be a certified organization trainer if it provides training to the ECE and OST workforce on a specialized subject (e.g., health (nursing agency), fire safety (firefighters association), business practices (accounting firm)). Please note that an organization applying to train in a specialized field must complete the entire application.
- c. Limitations:
  - i. TAP certifications are non-transferable. Only the trainers approved through the organization's TAP application are able to provide PD for that organization and they may only train within their approved CKA(s). Other staff of the organization cannot provide training based on their colleague's approval.
  - ii. Organizations must maintain updated trainer lists with H&A. Only professional learning units (PLUs) from trainings provided by trainers on file with H&A for TAP-certified organizations will be credited towards an attendee's required PD hours (see "PD Requirements for DC Early Care and Education Staff" section in *TAP Additional Resources*).
  - iii. Once a trainer leaves a TAP-certified organization, the trainer can no longer use that organization's TAP trainer approval number. The trainer may apply to be an individual trainer during the next TAP application cycle to get their own TAP trainer approval number or may be added to the trainer list of an already-approved TAP-certified organization.

### 3. Exempt

- a. Definition: An exempt trainer is an entity that is exempt from the full TAP approval process because of its status as one or more of the following: a current OSSE contractor, grantee or vendor; an accredited institution of higher learning or PD organization; a DC or federal government agency; a hospital; a museum; a national advocacy agency; or a nationally recognized health organization.
- b. Eligibility: An entity may apply to be a certified exempt trainer if it is able to provide a business license or tax identification number, provides training in early childhood/youth development or in a specialized field to the ECE and OST workforce and falls into one of the two exempt trainer categories described below.
- c. Limitations:
  - i. Exempt trainers must send at least annual updates on their trainer lists in order to maintain their TAP certification. Please see the "Initial Approval/Renewal Application Amendment" form in *TAP Additional Resources*.
- d. Exempt trainer categories
  - i. Group One
    - (1) Current OSSE contractors, grantees and vendors<sup>8</sup>
    - (2) Exempt status for these organizations is only applicable while they have an active relationship with OSSE.

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<sup>8</sup> A vendor is an entity whose goods or services are procured through a purchase order, which is "an offer by the District to buy certain supplies, services or other items from commercial sources, upon specified terms and conditions." (District of Columbia Office of Contracting and Procurement. (2017). *Procurement procedures manual*. Washington, DC: DC Office of Contracting and Procurement.)

- (a) When this active relationship expires, an entity's exempt trainer status will remain until the next TAP application cycle, at which point the entity must apply to be an organization trainer to be able to continue to be TAP certified. This does not apply to an entity if it falls under the exempt group two trainer category (see below).
- ii. Group Two
  - (1) Colleges, universities and technical schools accredited by the US Department of Education (USED) or the Council for Higher Education Accreditation (CHEA)
    - (a) Accreditation status may be verified through the following websites:
      - (i) USED Database of Accredited Postsecondary Institutions and Programs (DAPIP): [ope.ed.gov/dapip/#/home](https://ope.ed.gov/dapip/#/home)
      - (ii) CHEA: [chea.org/](https://chea.org/)
    - (b) Trainings from institutions accredited by the USED or the CHEA are accepted without the need for the institution to be TAP-certified.<sup>9</sup> Such an institution may wish to become TAP-certified to formalize a TAP relationship.
  - (2) PD organizations accredited by a PD accreditation organization (e.g., the International Association for Continuing Education and Training (IACET))
    - (a) Proof of accreditation will be requested in the initial approval application.
  - (3) DC agencies (e.g., Department of Behavioral Health)
  - (4) Federal agencies (e.g., United States General Services Administration)
  - (5) Hospitals (e.g., Children's National Health System)
  - (6) Museums (e.g., Smithsonian National Air and Space Museum)
  - (7) National advocacy agencies (e.g., Advocates for Justice and Education, National Association for the Education of Young Children (NAEYC), National Black Child Development Institute, Zero to Three)
  - (8) National health organizations (e.g., American Heart Association, American Red Cross)
- 4. If seeking exempt approval, first contact H&A ([OSSELMs@erhurleyassoc.com](mailto:OSSELMs@erhurleyassoc.com) or (202) 905-2358) to notify them of the intention to do so and to discuss any questions. Applications for exempt trainers do not have to be submitted during the regular TAP application cycle; they may be submitted at any time of the year.

## CKAs



The CKAs, as defined by DEL, outline the 13 areas of specific knowledge and skills professionals need to work effectively with all young children and families. They are aligned with the NAEYC Standards for

<sup>9</sup> Per DCMR 5-A139 ([dcregs.dc.gov/Common/DCMR/SectionList.aspx?SectionNumber=5-A139](https://dcregs.dc.gov/Common/DCMR/SectionList.aspx?SectionNumber=5-A139))

Early Childhood Professional Preparation,<sup>10</sup> the CDA Competency Standards<sup>11</sup> and the Federal Head Start Program Early Learning Outcomes Framework.<sup>12</sup>

Applicants may submit to be approved for up to all 13 CKAs. Evidence must be submitted for each person, whether part of an individual or an organization trainer application (this does not apply to applications for exempt trainers), of completion of college credits aligned with each CKA(s) in which they are seeking approval to train (noted in the “Initial Eligibility Requirements” section on page 17). The organization certified trainer applicant should ensure that at least one trainer on their submitted trainer roster is eligible to be approved to train in each CKA in which the organization is seeking approval to train.

The CKAs are listed below with *some examples of topics* within each area:

1. Child Growth and Development
  - a. Principles of child growth and development
  - b. Domains and stages of development (physical, language, cognitive, social-emotional)
  - c. Links between various aspects of development and learning
2. Observing, Documenting and Assessing to Support Young Children and Families
  - a. Observation and assessment of children’s behavior
  - b. Screening instruments for all domains (physical, language, cognitive, social-emotional)
  - c. Use of observations and assessments effectively to support children and families
  - d. Recognition of the types and signs of children’s mental health issues
3. Health, Safety and Nutrition
  - a. Physical development, health and safety
  - b. Nutrition
  - c. Types and signs of abuse, neglect, stress and trauma
  - d. Developmental consequences of abuse, neglect, stress and trauma
  - e. Responsibilities and procedures for reporting abuse and neglect
4. Curriculum
  - a. Planning and implementation of a developmentally appropriate curriculum that advances all areas of children’s learning and development
  - b. Approaches to learning/logic and reasoning; communication and language; literacy; mathematics; science and engineering; social studies; the arts; social and emotional development; and physical development, health and safety
  - c. Consideration of culturally valued content and home experiences
  - d. Strategies that offer choices and foster curiosity, problem solving and decision-making

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<sup>10</sup> The NAEYC Standards for Early Childhood Professional Preparation may be found at [naeyc.org/resources/position-statements/standards-professional-preparation](https://naeyc.org/resources/position-statements/standards-professional-preparation).

<sup>11</sup> The CDA Competency Standards should not be confused with the CDA Subject Areas. A good visual differentiating the two may be found in OSSE’s “Obtaining Your Child Development Associate (CDA) Credential Using Quorum: A Guidebook,” found at [osse.dc.gov/sites/default/files/dc/sites/osse/page\\_content/attachments/OSSE%20Quorum%20CDA%20Guidebook.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/OSSE%20Quorum%20CDA%20Guidebook.pdf).

<sup>12</sup> The Head Start Early Learning Outcomes Framework may be found at [eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework](https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework).

- e. Planning and implementation of a curriculum that is aligned with the DC ELS
5. Inclusive Practices
    - a. Characteristics of children with varying developmental delays and disabilities
    - b. Adaptation/differentiation of curricula to include children with developmental delays and disabilities in all classroom activities
    - c. Interventions to enhance the growth and development of children with developmental delays and disabilities and development of the Individualized Family Service Plan or the Individualized Education Plan
  6. Learning Environments
    - a. Creation of learning environments that are responsive to the diverse needs, abilities and interests of young children
    - b. Strategies to implement learning environments that support developmentally appropriate practices (infants, toddlers, twos, preschoolers, school age)
    - c. Adaptation/differentiation to fully include children with special needs
  7. Building Family and Community Relationships
    - a. Principles and strategies that view families as functional and resilient with diverse values, cultures, unique temperaments and learning styles
    - b. Establishment of relationships and communication with families and other community systems that are productive, supportive and proactive
    - c. Recognition that a child's family is the child's first teacher/educator
    - d. Issues, challenges and services regarding mental health
  8. Diversity: Family, Language, Culture and Society
    - a. Culture, language and ethnicity as a positive influence on a child's development
    - b. Helping young children understand and appreciate different cultural traditions
    - c. Science of language acquisition, research-based language acquisition models and best practices in teaching dual-language learners
  9. Program Management, Operation and Evaluation
    - a. Approaches and techniques to plan, organize and use available resources
    - b. Effective strategies for working productively with staff and community resource individuals and agencies
    - c. Techniques to conduct program evaluation and to implement program improvements
    - d. Interpersonal development and communication including team building, collaboration and conflict management principles and skills
    - e. Fiscal planning and management
  10. Professionalism and Advocacy
    - a. Scope of the ECE profession
    - b. Impact of federal, state and local standards, policies, regulations and laws which govern and impact children, programs and ECE professionals
    - c. Approaches to evaluate one's professional skills and need for PD
    - d. Responsibility to work with other ECE professionals, parents and the community to discuss and improve policies, laws, standards and practices that impact children, programs and the profession

### 11. Social-Emotional Development and Mental Health

- a. Communication techniques for guiding young children toward self-direction and confidence
- b. Guidance and management strategies that support developmentally appropriate practices in fostering social-emotional development
- c. Approaches to providing supportive relationships with children and to foster positive peer-to-peer interactions
- d. Approaches to meeting the mental health needs of all children

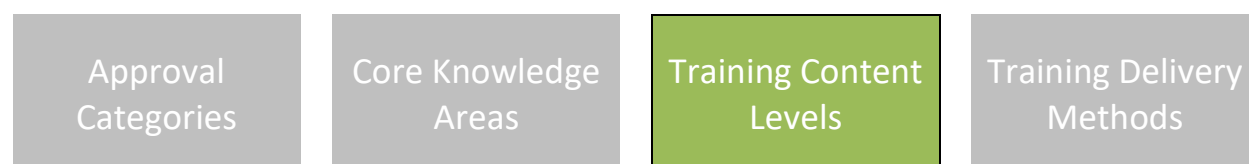
### 12. Personal Development and Self-Care

- a. Strategies for self-reflection, self-care and whole-person development
- b. The benefits of mindfulness in both one's personal and professional life
- c. Approaches to work-life balance
- d. Stress management and managing difficult times and trauma
- e. Developing and improving emotional intelligence

### 13. Financial Literacy

- a. Understanding personal saving, investing, budgeting and borrowing
- b. Understanding and navigating health insurance coverage
- c. Retirement planning for one's own future

## Training Content Levels



Along with identifying the CKAs in the application that are the best descriptors of their proposed presentations and subject matter expertise, applicants will also identify the training content level for participants.<sup>13</sup> The three levels are described in Table 1 below. Applicants are required to provide credentials as evidence supporting their topical expertise (i.e., transcripts, documentation for credits aligned to CKAs; see “Sample Transcript and Credits Aligned to CKAs” in *TAP Additional Resources* for an example), as well as consider the suggested level of implementation following their presentations.

**Table 1. Training Content Level Descriptions**

Training Content Level	Training Characteristics
Basic	<ul style="list-style-type: none"> <li>The training participant has minimal experience, training, education and/or credentials in the field.</li> <li>The training covers the initial background information and foundational knowledge of a topic.</li> </ul>

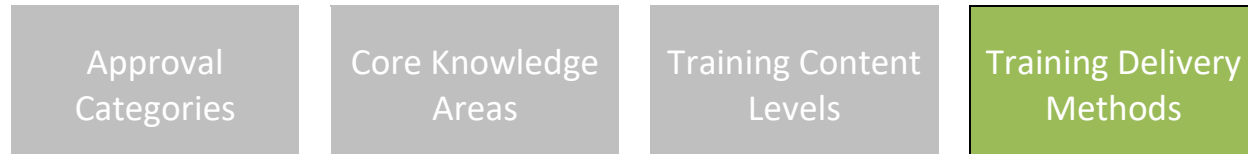
<sup>13</sup> The development of the training content levels was guided by the following documents:

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives, complete edition*. Boston: Allyn & Bacon.

Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory into Practice*, 41(4), 212-218.

Training Content Level	Training Characteristics
	<ul style="list-style-type: none"> <li>The training provides information and resources that allow the participant to expand on what they have learned on their own outside of the course.</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>The training participant has had a few years of experience and some training, education and/or credentials in the field.</li> <li>The training participant is familiar with the foundational knowledge and is expected to apply and analyze the new content.</li> <li>The training expands knowledge and application and refines skills.</li> </ul>
Advanced	<ul style="list-style-type: none"> <li>The training participant has had some formal education in the field, often in leadership or mentor roles as lead teachers, directors, administrators, etc.</li> <li>The training focuses on a more thorough knowledge and understanding of a topic.</li> <li>The training participant has applied the concepts and is expected to utilize them in order to evaluate and synthesize the effectiveness of implementation.</li> <li>The training participant is able to develop additional strategies to implement concepts learned.</li> </ul>

## Training Delivery Methods



There are currently three training delivery method options for TAP:

1. In-person instruction
2. Synchronous web-based instruction
3. Asynchronous web-based instruction

Trainers may apply to train in one method or any combination of the methods. Approval must be obtained for each method; an applicant may be approved in one method but not approved in another. For example, a trainer applies to be certified in both in-person and asynchronous web-based trainings but does not have the documentation needed to be approved for asynchronous web-based trainings, so the trainer is only certified to deliver in-person trainings.

### In-Person/Synchronous Web-Based Instruction

New applicants seeking approval to deliver in-person or synchronous web-based (e.g., live webinar) instruction must submit a completed sample training module (see “Definitions” on page 21 in the “Initial Approval Application” section for details about the sample training module and the “Holding Trainings” section on page 39 for additional details on training requirements).

Trainers who are already TAP-certified for in-person instruction and are not currently approved to deliver synchronous web-based instruction, but would like to be, should contact H&A at [OSSELMs@erhurleyassoc.com](mailto:OSSELMs@erhurleyassoc.com) or (202) 905-2358 for further information. They will be required to complete the “Initial Approval/Renewal Application Amendment” form found in *TAP Additional Resources*.

For new applicants or current TAP-certified trainers already accredited through the IACET for in-person or synchronous web-based instruction, H&A (at their discretion) may approve the applicant/trainer for in-person or synchronous web-based instruction without further review of their training content.

If necessary, H&A may request further documentation from the applicant/trainer regarding approval to deliver synchronous web-based instruction.

First aid/cardiopulmonary resuscitation (CPR) courses may not be offered wholly online to DC’s ECE workforce. There must be an in-person practicum element (e.g., the American Red Cross’s First Aid/CPR/AED Blended Learning Program). Trainers of first aid/CPR must have an acceptable sponsoring entity such as the American Red Cross, the American Heart Association or the National Safety Council.

### Asynchronous Web-Based Instruction

Applicants may apply for approval in asynchronous (e.g., self-paced) web-based instruction via modules on the applicant’s website, an OSSE platform or via prerecorded webinar. If there is a form of asynchronous web-based instruction that does not fall under any of these categories, contact H&A at [OSSELMs@erhurleyassoc.com](mailto:OSSELMs@erhurleyassoc.com) or (202) 905-2358 to discuss requirements for approval. While asynchronous web-based training may not have the same interactive components of a synchronous training, there is an expectation that there is an interactive component through message boards or knowledge checks, including pre- and post-tests.

New applicants seeking approval to deliver asynchronous web-based instruction must include the following information in the initial approval application so that H&A may access and review the training content:

1. Modules on the applicant’s website or modules that would be used on an OSSE platform – include log-in information for the website (if needed); and
2. Prerecorded webinar – include information on how to access an available recording.

Trainers who are already TAP-certified for in-person instruction and are not currently approved to deliver asynchronous web-based instruction, but would like to, should contact H&A at [OSSELMs@erhurleyassoc.com](mailto:OSSELMs@erhurleyassoc.com) or (202) 905-2358 for further information. They will be required to complete the “Initial Approval/Renewal Application Amendment” form found in *TAP Additional Resources*.

For new applicants or current TAP-certified trainers already accredited through the IACET for asynchronous web-based instruction, H&A (at their discretion) may approve the applicant/trainer for asynchronous web-based instruction without further review of their training content.

If necessary, H&A may request further documentation from the applicant/trainer regarding approval to deliver asynchronous web-based instruction.



First aid/cardiopulmonary resuscitation (CPR) courses may not be offered wholly online to DC's ECE workforce. There must be an in-person practicum element (e.g., the American Red Cross's First Aid/CPR/AED Blended Learning Program). Trainers of first aid/CPR must have an acceptable sponsoring entity such as the American Red Cross, the American Heart Association or the National Safety Council.

## Initial Eligibility Requirements

All applicants are required to provide credentials that support their expertise in the CKA(s), training content level and training delivery method(s) in which they are applying to be approved to train the DC ECE and OST workforce. These credentials must meet minimum criteria, depending on training content level, in order for the application to be considered. Each trainer included in an organization's initial approval and renewal application must meet the minimum eligibility requirements.

The following definitions/clarifications apply for purposes of the eligibility requirements:

1. Closely Related Fields
  - a. For the purposes of the initial approval application, fields closely related to early childhood include: child development, elementary education, child and family studies, youth development, human development, psychology, child psychology, recreation, social work, sociology, education leadership, education administration, early childhood special education and special education.
2. Early Childhood College Credits Aligned with Each CKA
  - a. In addition to higher education transcripts, the initial approval application must include documentation outlining which credits from the transcripts are being submitted to support each CKA for which approval to train is being sought (see "Sample Transcript and Credits Aligned to CKAs" in *TAP Additional Resources* for an example).
  - b. These college-level credits **can but do not have to be** credits related to the higher education degree(s) being submitted with the application. For example, an applicant who received an associate degree in child development in 1985 and took some additional college courses in 1990 can use any of the college credits accrued provided they are aligned with the CKA(s) selected. The training content level will be basic because the higher education degree is at the associate degree level (see Table 2 on the following page). **One course may be used to support no more than three CKAs.**
  - c. NOTE: A train-the-trainer/training-of-trainers course that may certify a trainer to train on a specific set of modules and a topic that may be related to a CKA does not necessarily qualify that trainer to add that CKA to their TAP certification; but they may train on the modules that they received the train-the-trainer/training-of-trainers certification on. For instance, a train-the-trainer course for a set of modules on a topic addressing bias in the ECE setting qualifies to train on those modules but does not qualify a trainer to add the Diversity: Family, Language, Culture and Society CKA to their certification. The train-the-trainer course is not a substitute for the requisite college credits outlined above and in table 2.
3. Experience in Early Childhood or the Specialized Field
  - a. Experience in the field includes:
    - i. Positions in ECE, afterschool and administration;
    - ii. Positions as higher education faculty, coaches, mentors, teachers or teacher assistants;
    - iii. Practicum/internships; and

- iv. Any other experiences that require direct interaction with young children and/or teaching staff.
  - b. Specialized trainers will need experience in their specialized field and not necessarily in ECE.
4. Foreign Credential Verification
- a. OSSE accepts foreign credential equivalency reports provided by the following entities:
    - i. Organizations that have a current membership with the National Association of Credential Evaluation Services (NACES; [www.naces.org](http://www.naces.org)) or the Association of International Credential Evaluators (AICE; [www.aice-eval.org](http://www.aice-eval.org));
    - ii. Accredited four-year colleges/universities; and
    - iii. Evaluation organizations that are approved by other state educator licensing/credentialing agencies for state certification purposes.
  - b. The report MUST include the following:
    - i. A US equivalency degree summary statement; and
    - ii. A course-by-course listing of all completed coursework that includes the grade earned and the number of credit hours completed for each course.
  - c. Please do not send diplomas, foreign transcripts or any documents not translated into English.
5. Prior Training Experience with Adult Learners
- a. The experiences considered must include only those where the applicant was the lead or assistant trainer. Table 2 below outlines the required minimum hours of prior training experience with adult learners.
  - b. If applying for a specialized field, the minimum prior training experience varies depending on the field. Contact H&A ([OSSELMs@erhurleyassoc.com](mailto:OSSELMs@erhurleyassoc.com) or (202) 905-2358) to verify the required minimum for your specialized field.
6. Regionally Accredited Colleges/Universities
- a. Accreditation status of an institution of higher education may be verified through either of the following websites:
    - i. The USED's DAPIP: [ope.ed.gov/dapip/#/home](http://ope.ed.gov/dapip/#/home)
    - ii. The CHEA: [chea.org/](http://chea.org/)

Table 2 describes the initial minimum eligibility requirements for each trainer by training content level.

**Table 2. Initial Minimum Eligibility Requirements**

Training Content Level	Minimum Higher Education Requirement	Minimum Experience in Early Childhood or the Specialized Field	Minimum Early Childhood College Credits Aligned with Each CKA	Minimum Prior Training Experience with Adult Learners
<b>Basic</b>	<ul style="list-style-type: none"> <li>Associate degree (or equivalent hours towards a bachelor's degree) in early</li> </ul>	<ul style="list-style-type: none"> <li>Three years in an early childhood/ youth</li> </ul>	<ul style="list-style-type: none"> <li>Nine college credits</li> </ul>	<ul style="list-style-type: none"> <li>26 clock hours within the</li> </ul>

Training Content Level	Minimum Higher Education Requirement	Minimum Experience in Early Childhood or the Specialized Field	Minimum Early Childhood College Credits Aligned with Each CKA	Minimum Prior Training Experience with Adult Learners
	childhood or a closely related field from a regionally accredited college/university	development setting		last three years
<b>Intermediate</b> <ul style="list-style-type: none"> <li>Trainer can also deliver training at the basic level.</li> </ul>	<ul style="list-style-type: none"> <li>Bachelor's degree in early childhood or a closely related field from a regionally accredited college/university <b>OR</b></li> </ul>	<ul style="list-style-type: none"> <li>Three years in an early childhood/youth development setting</li> </ul>	<ul style="list-style-type: none"> <li>12 college credits</li> </ul>	<ul style="list-style-type: none"> <li>36 clock hours within the last three years</li> </ul>
	<ul style="list-style-type: none"> <li>A degree at any level in any field with a passing Early Childhood Education or Special Education Praxis test score</li> </ul>	<ul style="list-style-type: none"> <li>Five years in an early childhood/youth development setting</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>Advanced</b> <ul style="list-style-type: none"> <li>Trainer can also deliver training at the basic and intermediate levels.</li> </ul>	<ul style="list-style-type: none"> <li>Master's degree or higher in early childhood or a closely related field from a regionally accredited college/university</li> </ul>	<ul style="list-style-type: none"> <li>Three years in an early childhood/youth development setting</li> </ul>	<ul style="list-style-type: none"> <li>15 college credits</li> </ul>	<ul style="list-style-type: none"> <li>60 clock hours within the last three years</li> </ul>
<b>Specialized Field</b> (e.g., health (nurse), fire safety (firefighter), business practices (accountant))	<ul style="list-style-type: none"> <li>Pertinent certification/license (contact H&amp;A to discuss acceptability)</li> </ul>	<ul style="list-style-type: none"> <li>Varies depending on the specialized field (contact H&amp;A to verify)</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Varies depending on the specialized field (contact H&amp;A to verify)</li> </ul>

## Application Timeline

H&A reviews applications for TAP at the beginning of each calendar year. Applications for initial approval and renewal must be submitted via the online application found through the TAP webpage on OSSE's website: [osse.dc.gov/publication/trainer-approval-program-tap-process](https://osse.dc.gov/publication/trainer-approval-program-tap-process). Soft-copy (i.e., via email, via flash drive, etc.) and hard-copy (i.e., printed out) applications will not be accepted. Applications submitted after the deadline of Jan. 31 will not be reviewed for the current cycle.

Exempt applications may be submitted at any time of the year (please see the "Exempt Applicants" section on page 23) and must also be submitted via the online application found through the TAP webpage on OSSE's website: [osse.dc.gov/publication/trainer-approval-program-tap-process](https://osse.dc.gov/publication/trainer-approval-program-tap-process). Every effort will be made to review exempt applications in a timely manner; however, there is no set timeline for review.

Table 3 below details the application timeline. In the case of unforeseen events that may delay the timeline, applicants will be notified via email at the email associated with the Quick Base account used to submit their application.

**Table 3. Initial Approval and Renewal Application Timeline**

Type of Application	Applications Accepted	Application Deadline	Application Review Period	Deadline for Notifying Applicants	Certification Expiration Date
Initial Approval Application	Jan. 1-31	Jan. 31	Feb. 1- March 31	April 1	March 31 of the third year from the date certification is issued
Renewal Application	Jan. 1-31	Jan. 31 of the year in which certification expires	Feb. 1- March 31	April 1	March 31 of the third year from the date renewal is issued

## Initial Approval Application

Applications may be submitted to H&A from Jan. 1 to Jan. 31. The deadline is Jan. 31. Incomplete applications will not be reviewed. Initial approval applications for certified trainers will be reviewed by H&A during February and March. Please see the “Application Timeline” on page 20.

The initial approval application is an online application that may be found through the TAP webpage on OSSE’s website: [osse.dc.gov/publication/trainer-approval-program-tap-process](https://osse.dc.gov/publication/trainer-approval-program-tap-process). The initial approval application will only be accepted via the online application. Soft-copy (i.e., via email, via flash drive, etc.) and hard-copy (i.e., printed out) applications will not be accepted. **It is the responsibility of the applicant to ensure that the application complies with all requirements set forth in this manual, including method of submission and deadline requirements.** Before completing the initial approval application, be sure to first review this manual in its entirety.

## Definitions

The following definitions/clarifications apply for purposes of the initial approval application:

1. Certifications/licenses
  - a. Pertinent certifications/licenses must be submitted if applying for a specialized field. Contact H&A ([OSSELMs@erhurleyassoc.com](mailto:OSSELMs@erhurleyassoc.com)) or (202) 905-2358 to discuss what certifications/licenses are acceptable.
2. College transcripts
  - a. College transcripts that list successfully completed college coursework aligned with the selected CKA(s) must be submitted (see “Sample Transcript and Credits Aligned to CKAs” in *TAP Additional Resources* for an example). If a degree was earned outside of the US, an official foreign credential verification is needed by a third-party company (see “Foreign Credential Verification” on page 18 for more information).
  - b. Documentation outlining which credits from the transcripts are being submitted to support each CKA must also be included (see “Sample Transcript and Credits Aligned to CKAs” in *TAP Additional Resources* for an example).
  - c. See the “Initial Eligibility Requirements” section on page 17 for information on the minimum number of credits required per CKA by training content level.
3. Policies and procedures for hiring trainers (organizations only)
  - a. This document must demonstrate alignment with the TAP trainer eligibility requirements (see the “Initial Eligibility Requirements” section on page 17).
4. Resume or curriculum vitae
  - a. A current resume or curriculum vitae must include:
    - i. All relevant work experience with start and end dates of employment; and
    - ii. All relevant education experience with start and end dates.
5. Sample training module
  - a. A sample training module completed by the applicant must be submitted to demonstrate the applicant's ability to design at least a two-hour training. One sample training module must be

submitted for each CKA for which the applicant is applying and at the highest training content level the applicant is seeking approval. Acceptable formats for sample training modules for each training delivery method are below:

- i. In-person/synchronous web-based instruction (both of the following must be submitted)
    1. A completed sample training module form – the form may be found through the TAP webpage on OSSE’s website: [osse.dc.gov/publication/trainer-approval-program-tap-process](https://osse.dc.gov/publication/trainer-approval-program-tap-process) (see “Sample Training Module – Example” in *TAP Additional Resources* for an example).
    2. A PowerPoint file – Only one PowerPoint file per trainer is necessary (i.e., if multiple sample training modules are submitted, a PowerPoint file is not necessary for every module).
  - ii. Asynchronous web-based instruction (either of the following may be submitted, depending on the format of the instruction)
    1. Modules on the applicant's website (log-in information for the website must be included)
    2. Webinar (information on how to access a webinar must be included)
    3. Additional resources/documents to be used for modules, including any activities, such as pre- and post-tests
  - b. Each sample training module and/or online training must:
    - i. Be at least two hours;
    - ii. Include clear and concise objectives;
    - iii. Include an outline of content consistent with each CKA, the depth of training content and the DC ELS;
    - iv. Utilize training methodology, group process skills and presentation techniques consistent with adult learning principles; and
    - v. Incorporate appropriate implementation strategies.
  - c. Sample training module completion guidelines, a scoring rubric and example may be found in *TAP Additional Resources* ("Sample Training Module – Guidelines for Completion," "Sample Training Module or Asynchronous Web-Based Training – Scoring Rubric" and "Sample Training Module – Example").
6. Trainer application form (organizations only)
- a. Organization applicants must submit a copy of the form used during the trainer hiring process and completed by a potential trainer.

## Individual Applicants

The initial approval application for individual-level certified trainers will be completed via an online application that may be found through the TAP webpage on OSSE’s website: [osse.dc.gov/publication/trainer-approval-program-tap-process](https://osse.dc.gov/publication/trainer-approval-program-tap-process). The following information must be included and any attachments uploaded in the appropriate sections of the application. A checklist for the initial approval application may be found in *TAP Additional Resources* (“Initial Approval Application Checklist”).

1. Business license or tax identification number
2. A current resume or curriculum vitae
3. A copy of college transcript(s)
4. Documentation for credits aligned to CKAs

5. A copy of pertinent certifications/licenses, if applying for a specialized field (e.g., health, fire safety, business practices)
6. A sample training module for each CKA for which the applicant is applying and at the highest training content level the applicant is seeking approval (i.e., if an individual is applying to train in all 13 CKAs, 13 sample training modules must be submitted)
  - a. If an individual is applying for multiple CKAs with varying training content levels, the training content level of each sample training module for each CKA must match the training content levels of each CKA for which the trainer is seeking approval.
7. Two professional references from previous organizations served who can attest to the ability of the applicant to design and deliver trainings in their selected CKA(s) and level.

## Organization Applicants

The initial approval application for organization-level certified trainers will be completed via an online application that may be found through the TAP webpage on OSSE's website: [osse.dc.gov/publication/trainer-approval-program-tap-process](https://osse.dc.gov/publication/trainer-approval-program-tap-process). The following information must be included and any attachments uploaded in the appropriate sections of the application. A checklist for the initial approval application may be found in *TAP Additional Resources* ("Initial Approval Application Checklist").

1. The business license or tax identification number of the applying organization
2. A copy of the organization's policies and procedures for hiring trainers
3. One completed copy of the organization's trainer application form from a current trainer's file (including resume/curriculum vitae and transcript(s))
4. A list of current trainers that demonstrates the organization's capacity to train at the level and within each CKA the organization is seeking approval in which to train. All trainers must currently be providing PD on behalf of the organization. For each trainer, the following must be included:
  - a. A current resume or curriculum vitae
  - b. A copy of college transcript(s)
  - c. Documentation for credits aligned to CKAs
  - d. A copy of pertinent certifications/licenses, if applying for a specialized field (e.g., health, fire safety, business practices)
5. One sample training module completed by each trainer
  - a. Across trainers, there must be a sample training module submitted for each CKA for which the organization is applying and at the highest training content level the organization is seeking approval.
6. Two professional references from previous organizations served that can attest to the ability of the organization to provide training in the selected CKA(s) and level
  - a. All applicant organizations are required to submit two professional letters of support or references.
  - b. References must denote the level of expertise.

## Exempt Applicants

Any organization interested in applying to be an exempt trainer must first contact H&A at [OSSELMs@erhurleyassoc.com](mailto:OSSELMs@erhurleyassoc.com) or (202) 905-2358 to discuss eligibility.

The initial approval application for exempt certified trainers will be completed via an online application that may be found through the TAP webpage on OSSE's website: [osse.dc.gov/publication/trainer-approval-program-tap-process](https://osse.dc.gov/publication/trainer-approval-program-tap-process). Applications for exempt trainers do not have to be submitted during the regular TAP application cycle; they may be submitted at any time of the year.

The following information must be included and any attachments uploaded in the appropriate sections of the application. A checklist for the initial approval application may be found in *TAP Additional Resources* ("Initial Approval Application Checklist").

1. A list of trainers being included in the application. For each trainer, the following must be included:
  - a. A current resume or curriculum vitae summarizing professional experience
  - b. A copy of college transcript(s)
  - c. Documentation for credits aligned to CKAs (for group one only)
2. A sample training module for each CKA for which the organization is applying

### DC ELS Trainers

Only trainers with a DC ELS training credential are permitted to train the DC ECE workforce on the DC ELS.<sup>14</sup> To apply for approval as a DC ELS trainer, a TAP-certified trainer must:

1. Be certified in at least one of the following CKAs (see the "CKAs" section on page 11);
  - a. Child Growth and Development (CKA 1)
  - b. Observing, Documenting and Assessing to Support Young Children and Families (CKA 2)
  - c. Curriculum (CKA 4)
2. Successfully complete the DC ELS training of trainers offered by DC Child Care Connections (DC CCC); and
3. Pass the DC ELS training-of-trainers exam with a score of at least 80 percent.

For a certified trainer's DC ELS training credential to be renewed upon renewal of a trainer's TAP certification, the trainer must provide at least one DC ELS training annually.

### Classroom Assessment Scoring System (CLASS) Trainers

To be permitted to train the DC ECE workforce in using the CLASS observation tool, a trainer must have passed a reliability test following the Teachstone CLASS Observation Training and maintain their certification annually through the CLASS Annual Observation Recertification process. To apply for approval as a CLASS trainer, a TAP-certified trainer must:

1. Be certified in at least one of the following CKAs (see the "CKAs" section on page 11);
  - a. Child Growth and Development (CKA 1)
  - b. Observing, Documenting and Assessing to Support Young Children and Families (CKA 2)
  - c. Curriculum (CKA 4)
2. Provide evidence with their initial approval application of current reliability via the CLASS Observation Training or CLASS Annual Observation Recertification process through Teachstone or an approved affiliate.

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<sup>14</sup> The 2019 DC ELS can be found on the OSSE website at: [osse.dc.gov/publication/district-columbia-early-learning-standards-dc-els](https://osse.dc.gov/publication/district-columbia-early-learning-standards-dc-els). Other eligible candidates for the DC ELS training credential include: Capital Quality quality facilitators, Quality Improvement Network education coaches and staff within DC local education agencies (i.e., DC Public Schools, DC public charter schools) who support teachers (e.g., administrators, coaches, teachers).



For a certified TAP trainer's CLASS training credential to be renewed, the trainer must:

1. Provide evidence of having maintained CLASS reliability via the CLASS Annual Observation Recertification process throughout all three years of their TAP certification; and
2. Provide evidence of current CLASS reliability via the CLASS Annual Observation Recertification process.

## Environment Rating Scales (ERS) Trainers

A trainer must be certified as reliable in the Family Child Care Environment Rating Scale, Third Edition (FCCERS-3) or Infant/Toddler Environment Rating Scale, Third Edition (ITERS-3) in order to train the DC ECE workforce on FCCERS-3 or ITERS-3. For any subsequent version of these scales, a trainer must be certified as reliable in the new or updated version to be able to apply for TAP approval to train in it. To apply for initial approval as a FCCERS-3 or ITERS-3 trainer, a TAP-certified trainer must:

1. Be certified in at least one of the following CKAs (see the "CKAs" section on page 11);
  - a. Child Growth and Development (CKA 1)
  - b. Observing, Documenting and Assessing to Support Young Children and Families (CKA 2)
  - c. Curriculum (CKA 4)
2. Have been certified as a reliable observer by the Environment Rating Scales Institute (ERSI) in the FCCERS-3 or ITERS-3 annually within the last two years;<sup>15</sup>
3. Include a copy of the letter from ERSI indicating current FCCERS-3 or ITERS-3 reliability with their initial approval application; and
4. Provide evidence of continuing education in the FCCERS-3 or ITERS-3.

For a certified TAP trainer's FCCERS-3 or ITERS-3 (or subsequent version) training credential to be renewed, the trainer must:

1. Include copies of the letters from ERSI indicating FCCERS-3 or ITERS-3 reliability as evidence of having maintained FCCERS-3 or ITERS-3 annual reliability all three years of their TAP certification;
2. Include a copy of the letter from ERSI indicating current FCCERS-3 or ITERS-3 reliability; and
3. Provide evidence of continuing education in the FCCERS-3 or ITERS-3.

## CDA Trainers

Per the Council for Professional Recognition (the administrator of the CDA credential), CDA trainers must come from organizations only; individual trainers are not eligible to be CDA trainers.<sup>16</sup> The following are requirements for an organization to apply for approval as a CDA trainer:

1. An organization's CDA preparation program must offer a total of 120 hours of coursework with a minimum of 10 hours in each of the CDA subject areas;
2. The organization must be certified through the TAP process in 11 of the 13 CKAs corresponding to the eight CDA subject areas, as listed in Table 4 below; and
3. The proposed CDA training curriculum to be used must be submitted (see "CDA Proposed Training Curriculum" in *TAP Additional Resources*).

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<sup>15</sup> If the trainer is an ERS observer for Capital Quality, they can be considered reliable against an anchor, even if they are not trained directly from ERSI.

<sup>16</sup> Reference: Council for Professional Recognition. (n.d.). CDA Credentialing Program FAQs. Retrieved from [cdacouncil.org/en/faqs/](https://cdacouncil.org/en/faqs/)

The following organizations are exempt from the TAP process to be certified to offer CDA training to the DC ECE workforce:

1. Those who currently have grants with OSSE to offer CDA training;
2. Colleges or universities that implement an ECE (or closely related field) degree program;
3. Those who are approved by DC's Higher Education Licensure Commission to operate in DC and offer CDA training ([helc.osse.dc.gov/vPage/Active-Institution/108/91188](https://helc.osse.dc.gov/vPage/Active-Institution/108/91188)); and
4. Those recognized by the Council for Professional Recognition as CDA Gold Standard organizations ([cdacouncil.org/](https://cdacouncil.org/)).

**Table 4. CDA Subject Area and CKA Alignment**

CDA Subject Areas	CKAs
I. Planning a safe and healthy learning environment	3. Health, Safety and Nutrition 6. Learning Environments
II. Advancing children's physical and intellectual development	1. Child Growth and Development 4. Curriculum 5. Inclusive Practices
III. Supporting children's social and emotional development	8. Diversity: Family, Language, Culture and Society 11. Social-Emotional Development and Mental Health
IV. Building productive relationships with families	7. Building Family and Community Relationships 8. Diversity: Family, Language, Culture and Society
V. Managing an effective program	9. Program Management, Operation and Evaluation
VI. Maintaining a commitment to professionalism	10. Professionalism and Advocacy
VII. Observing and recording children's behavior	2. Observing, Documenting and Assessing to Support Young Children and Families
VIII. Understanding principles of child development and learning	1. Child Growth and Development 4. Curriculum 5. Inclusive Practices

CDA trainers may not issue a single certificate that indicates that an individual has received, passed or completed a CDA. Such certificates may cause the individual to erroneously believe that they are in possession of a CDA credential. CDA trainers may, however, issue a letter stating that a student has successfully completed a CDA training program that included 120 hours of instruction with 10 hours of coursework within each of the eight subject areas for consideration in applying for a CDA with the Council for Professional Recognition.

Any guidelines provided by the Council for Professional Recognition regarding providing training for the CDA must be adhered to.

If you have any questions, contact H&A at [OSSELMs@erhurleyassoc.com](mailto:OSSELMs@erhurleyassoc.com) or (202) 905-2358.

## Montessori Trainers

Only Montessori certificates issued by the following organizations are recognized in DC:<sup>17</sup>

1. The National Center for Montessori Education;
2. The American Montessori Society;
3. The Association Montessori International; and
4. Any program accredited by the Montessori Accreditation Commission for Teacher Education.

Trainers delivering PD to the DC ECE workforce on topics specific to the Montessori program (e.g., Montessori curriculum, Montessori pedagogy, Montessori classroom management) must be certified to do so by any of the above mentioned organizations.

## Initial Approval Application Process

Initial approval applications and required attachments are reviewed and approved by H&A. Figure 1 outlines the review process, which begins after the Jan. 31 application deadline and ends April 1, when approval decisions are sent to applicants.

Once an applicant's initial approval application is received, the applicant will receive an email acknowledging receipt. If the application is denied at any level of the application's review, notification will be sent via email detailing the reasons for the denial. If the application is approved to move on to the sample training module presentation stage (for in-person/synchronous web-based training approval only), the applicant will receive an email with the scheduled time to present. All decisions regarding initial approval applications will be communicated via email by April 1.

## Approval

If approved as a TAP-certified trainer and while providing trainings to the DC ECE workforce as a TAP-certified trainer, the trainer represents OSSE, its mission and its learning goals and objectives. OSSE reserves the right to immediately deny or terminate any trainer certification at any time based on findings of a substantial failure by a trainer to comply with:

1. The provisions of this manual, including trainer expectations; or
2. Any law, regulation or policy of OSSE or DC.

Once approved, H&A will assign each trainer a unique trainer approval number, which starts with either "I" (for "individual"), "O" (for "organization") or "E" (for "exempt"). This number must appear on all training certificates so that the DC early learning professionals that attend your trainings may get proper credit for the PLUs they are accruing. DEL's Licensing and Compliance Unit audits individuals' certificates during provider visits and will not count certificates that do not include valid trainer approval numbers. Please do not include your trainer approval number in your training advertisements. There have been

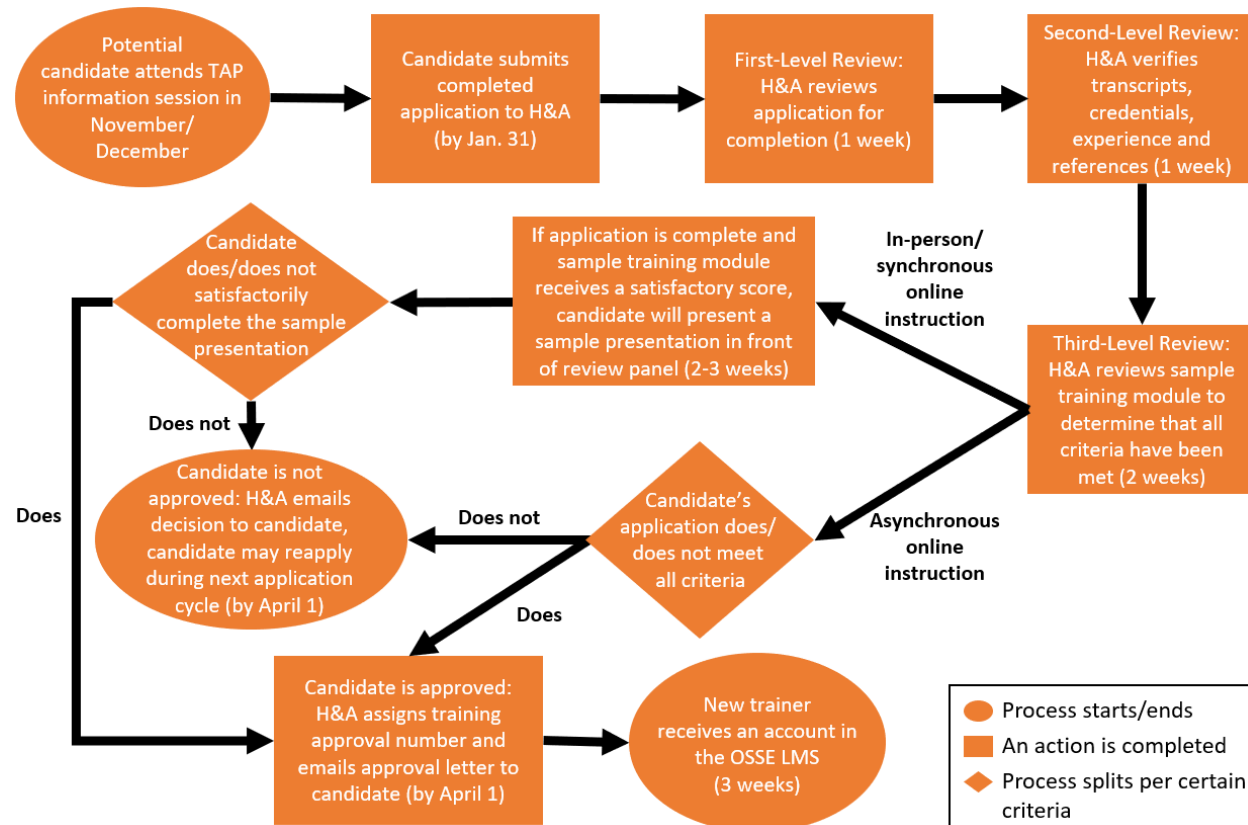
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<sup>17</sup> Per DCMR 5-A139 ([dcregs.dc.gov/Common/DCMR/SectionList.aspx?SectionNumber=5-A139](https://dcregs.dc.gov/Common/DCMR/SectionList.aspx?SectionNumber=5-A139))

previous instances of non-certified trainers trying to use another trainer's approval number as their own. Trainer approval numbers should only appear on PLU certificates.

H&A will register new TAP-certified trainers in the OSSE Learning Management System (OSSE LMS) within three weeks of notification of approval.

**Figure 1. Initial Approval Application Process Flow**



H&A offers support to TAP-certified trainers in a number of ways, including hosting trainer orientation and networking events as well as offering technical assistance. Data from reports and other monitoring measures will drive these activities.

H&A may monitor the quality of the trainings offered by TAP-certified trainers through the OSSE LMS by attending trainings for quality assurance purposes, including evaluation of the trainer's performance. H&A will notify the trainer upon their arrival to any in-person training or upon their registration in an online course. For trainings offered by TAP-certified trainers to the DC ECE workforce outside of the OSSE LMS, evaluations completed by participants must be submitted for at least one training per calendar year. These evaluations may be submitted via one PDF document including scans of all the evaluations for the training or via an online form provided by H&A. Through the online form, training participants may submit their evaluations directly to H&A. Contact H&A at [OSSELMS@erhurleyassoc.com](mailto:OSSELMS@erhurleyassoc.com) or (202) 905-2358 for a link to the online form. H&A may take steps to remedy poor performance, including providing technical assistance in minor cases or determining that the trainer is in non-compliance with trainer expectations (see the "Trainer Expectations" section on

page 6) in more egregious cases and therefore at risk of TAP certification termination (see the “Termination of Approved Trainer Certification” section on page 32).

When offering trainings as a TAP-certified trainer, cancellation of any training must occur at least five business days prior to the training. Exceptions may be made for emergency situations, but trainers should make efforts to find coverage for such an emergency whenever possible. Organization trainers should have an alternate trainer on call for such situations. Please keep in mind registrants’ time as well as their efforts made to be able to attend the training (e.g., taking time off, finding coverage in their center). Repeat cancellations within five business days prior to a training is listed as a reason for terminating a trainer’s certification (see the “Termination of Approved Trainer Certification” section on page 32).

## Denial

All applicants whose initial approval applications are not approved must wait until the following year’s application cycle before resubmitting an initial approval application. It is the expectation of DEL and H&A that applicants who are denied certification, but who would like to reapply, will use the interim to acquire the skills, experience and/or education necessary to qualify for trainer certification. Applicants are encouraged to highlight such credentials in their application resubmission.

An applicant who has completed a sample training module presentation but whose application was denied, based on their presentation rubric score results, may appeal the decision. This is the only reason an applicant may appeal a decision regarding their application. The appeals process is described below.

1. An individual or organization who would like to appeal their sample training module presentation rubric score must email a request for review of the H&A decision to H&A at [OSSELMs@erhurleyassoc.com](mailto:OSSELMs@erhurleyassoc.com) within 15 calendar days of the notice of denial. An applicant who fails to submit a written request for review by the 15-day deadline waives the right to review of the denial decision and the H&A decision becomes final.  
The applicant’s written request (via email) for review must:
  - a. Describe the facts in dispute; and
  - b. Provide necessary documentation to support the applicant’s/trainer’s position.
2. H&A forwards the request for review to an appeals review committee within DEL. H&A also submits a response that describes the facts of the case, including:
  - a. What controlling evaluation methods were used; and
  - b. How the evaluation methods were applied.
3. The DEL appeals review committee accepts the request for review and assigns a hearing officer. The hearing officer contacts the applicant about the appeal. An appointment is made for the applicant to re-demonstrate their sample module presentation before the DEL appeals review committee.
4. The DEL appeals review committee will review:
  - a. The H&A notice of denial;
  - b. The applicant’s/trainer’s written statement;
  - c. Any accompanying documentation the applicant/trainer submits to support his/her position;
  - d. H&A’s response;
  - e. Any relevant policies, procedures, rubrics and other documentation provided by H&A regarding its decision; and
  - f. The applicant’s re-demonstration of their sample module presentation.

5. The OSSE appeals review committee will issue a written decision on the dispute and provide the applicant with a copy of the written decision within 45 days of the submission of their written request for review.
6. Any applicant who is denied certification and is unsuccessful in their appeal may reapply to be a TAP-certified trainer after one year.

## Renewal Application and Requirements for Maintaining Trainer Status

All training certifications remain active for a period of three years, provided that the trainer continues to demonstrate competence in their specific area(s) and adheres to the trainer expectations and policies outlined in this manual. Each trainer must submit a completed renewal application by the application due date (Jan. 31) of the year in which their certification will expire in order to prevent a gap in approval status. For example, if an initial approval application is submitted Jan. 31, 2023, and approved, the renewal application will be due on Jan. 31, 2026, to prevent a gap in approval status. That certification expires on March 31, 2026, and if the renewal is approved, the new certification period will begin on April 1, 2026. See the “Application Timeline” on page 20.

Certified trainers who are eligible for renewal are those who:

1. Provide timely quarterly reports submitted the 10<sup>th</sup> day of the next month following the end of each quarter (see bullet two under “Individual Certified Trainers” and “Organization Certified Trainers” in the “Renewal Application and Requirements for Maintaining Trainer Status” section on page 30);
2. Participate in **one** train-the-trainer session in adult learning and/or ECE sponsored by H&A (which will include updates on OSSE initiatives, policies and expectations related to TAP) **within the three years** following certification or certification renewal and upload the training certificate with the quarterly reports (trainers will also be able to note this on the renewal application);
3. Accrue **six** PLUs or clock hours within any of the trainer’s approved CKAs **annually** for a total of 18 PLUs or clock hours for the three years following the date of certification or certification renewal and upload the training certificates with the quarterly reports (if the trainer is certified to train in a specialized field, the six annual PLUs/clock hours submitted must be in that specialized field);
4. Provide no more than 50 percent of trainings to employees or colleagues as a part of their job functions (as tracked through the quarterly reports submitted throughout the certification period; see “Training Requirements” section on page 38) – this applies to individual trainers only; and
5. Are in good standing with OSSE, having complied with:
  - a. The provisions of this manual, including trainer expectations (see the “Trainer Expectations” section on page 6); and
  - b. All laws, regulations and policies of OSSE and DC.

Certified trainers who are not eligible for renewal are those who:

1. Fail to submit timely quarterly reports by the 10<sup>th</sup> day of the month following the end of each quarter (see bullet two under “Individual Certified Trainers” and “Organization Certified Trainers” in the “Renewal Application and Requirements for Maintaining Trainer Status” section on page 30);
2. Have not participated in **one** train-the-trainer session in adult learning and/or ECE sponsored by H&A (which will include updates on OSSE initiatives, policies and expectations related to TAP) **within the three years** following certification or certification renewal or have not uploaded the training certificate with the quarterly reports;
3. Have not accrued **six** PLUs or clock hours within any of the trainer’s approved CKAs **annually** for a total of 18 PLUs or clock hours for the three years following the date of certification or certification

renewal or have not uploaded the training certificates with the quarterly reports (if the trainer is certified to train in a specialized field, the six annual PLUs/clock hours submitted must be in that specialized field);

4. Have provided more than 50 percent of trainings to employees or colleagues as a part of their job functions (as tracked through the quarterly reports submitted throughout the certification period) – this applies to individual trainers only (see "Training Requirements" section on page 38); and
5. Are not in good standing with OSSE, having failed to comply with:
  - a. The provisions of this manual, including trainer expectations (see the "Trainer Expectations" section on page 6); and/or
  - b. Any law, regulation or policy of OSSE or DC.

A trainer whose certification has been terminated as a result of late submissions or missed deadlines will be notified and required to resubmit an initial approval application during the next application cycle in order to regain certification. For termination of certification for other reasons, see the "Termination of Approved Trainer Certification" section on page 32.

The renewal application is an online application that may be found through the TAP webpage on OSSE's website: [osse.dc.gov/publication/trainer-approval-program-tap-process](https://osse.dc.gov/publication/trainer-approval-program-tap-process). The renewal application will only be accepted via the online application. Soft-copy (i.e., via email, via flash drive, etc.) and hard-copy (i.e., printed out) applications will not be accepted. Before completing the renewal application, be sure to have first reviewed this manual in its entirety. When completing the application, the following information must be included:

1. Contact information;
2. Business or tax identification number (if applicable);
3. CKA(s) in which the individual/organization is certified to train;
4. If an organization, a current list of trainers eligible to conduct trainings in the DC (including the CKA(s) in which they are certified to train and the level at which they are certified to train);
5. Each trainer's demographics (e.g., gender, race/ethnicity, language(s) spoken other than English) for informational purposes only; and
6. Two references, including contact information (phone number, email address), title/affiliation and relationship to the applying individual/organization

When providing trainings to the DC ECE workforce as a TAP-certified trainer, the trainer represents OSSE, its mission and its learning goals and objectives. OSSE reserves the right to immediately deny or terminate any trainer certification at any time based on findings of a substantial failure by a trainer to comply with:

1. The provisions of this manual, including trainer expectations; and
2. Any law, regulation or policy of OSSE or DC.

Any questions about the renewal application should be directed to H&A at [OSSELMs@erhurleyassoc.com](mailto:OSSELMs@erhurleyassoc.com) or (202) 905-2358.

## Exempt Trainers

In order for exempt group one trainers to maintain their trainer status, they must:

1. Be in good standing with OSSE per the trainer expectations outlined in this manual (see the "Trainer Expectations" section on page 6);



2. Provide timely quarterly reports (i.e., reports are submitted by the 10<sup>th</sup> day of the month following the end of each quarter) unless OSSE receives their training information by other means. (If a trainer fails to submit timely quarterly reports for two consecutive quarters, the trainer will be considered for certification termination. Exceptions may be made on a case-by-case basis. See the "Termination of Approved Trainer Certification" section on page 32.); and
3. Send at least annual updates on their trainer lists (see the "Initial Approval/Renewal Application Amendment" form in *TAP Additional Resources*).

## Termination of Approved Trainer Certification

OSSE reserves the right to immediately deny or terminate any trainer certification at any time based on findings of a substantial failure by a trainer to comply with:

1. The provisions of this manual, including trainer expectations; and
2. Any law, regulation or policy of OSSE or DC.

The following are specific instances for which OSSE may terminate a trainer's certification:

1. Late or lack of submission of quarterly reports (for two consecutive quarters);
2. Repeated (more than one) cancellations of a training less than five business days before the training;
3. Non-compliance with the policies and procedures of OSSE;
4. Inappropriate language or behavior unrepresentative of OSSE, OSSE's DC ELS or other DC government agencies;
5. Endorsements of statements or practices that could be abusive or that could violate the rights of children or others; and/or
6. Being found guilty of any illegal or unethical activity.

A trainer whose certification has been terminated as a result of the first or second reason (i.e., late or lack of submission of quarterly reports; repeated cancellations of a training less than five business days before the training) will be notified by H&A via email as well as the US Postal Service. The trainer will be required to resubmit an initial approval application after a waiting period of one calendar year in order to regain certified trainer status.

If a trainer is accused of any of the third through sixth reasons specifically (i.e., non-compliance with the policies and procedures of OSSE; poor or inappropriate language or behavior unrepresentative of OSSE, OSSE's DC ELS or other DC government agencies; endorsements of statements or practices that could be abusive or that could violate the rights of children or others; or being found guilty of any illegal or unethical activity) or for any substantial failure to comply with the provisions of this manual or with any DC law, regulation or policy, the following steps will be taken:

1. A formal complaint against the trainer must be filed with DEL and the OSSE Office of the General Counsel (submitted to [OSSE.TrainerComplaints@dc.gov](mailto:OSSE.TrainerComplaints@dc.gov)) by a party with direct knowledge of the trainer's behavior/activity related to any of the third through sixth reasons above. The formal complaint must be submitted via the "Trainer Complaint Form" (see *TAP Additional Resources*).
2. DEL/the Office of the General Counsel will send the trainer a letter via email as well as the US Postal Service that the trainer's TAP-certified trainer status is suspended. The trainer must cease all training activities for DC's ECE workforce upon receipt of the suspension letter and may not resume these activities until the trainer receives official communication from DEL/the Office of the General Counsel stating that the complaint is not substantiated (if applicable).
3. DEL/the Office of the General Counsel will conduct an investigation into the complaint. Evidence will be collected and will include any relevant documentation such as contracts, invoices, emails and text



messages. Efforts will be made to complete the investigation as swiftly as possible, but no guarantee can be made regarding the time frame for investigation completion.

4. If the DEL/Office of the General Counsel investigation finds that the complaint is substantiated, the trainer's TAP certification will be terminated. If the DEL/Office of the General Counsel investigation finds that the complaint is not substantiated, the trainer's TAP certification suspension will be lifted. DEL/the Office of the General Counsel will send the trainer a letter via email as well as the US Postal Service regarding the results of the complaint investigation and the final decision regarding TAP certification termination.
5. In the event that a trainer's certification is terminated due to any of the third through sixth reasons, or for any substantial failure to comply with the provisions of this manual or with any DC law, regulation or policy, the trainer will be barred from re-applying to be a TAP-certified trainer. The trainer may appeal the decision as described in the following section. If an appeal is not submitted within 15 calendar days of the notice of certification termination, the termination shall be considered final.

## Appeal

Any current TAP-certified trainer whose TAP certification has been terminated may appeal the decision. The appeals process is described below.

1. An individual or organization whose TAP certification has been terminated by DEL/the Office of the General Counsel and who would like to appeal the decision must email a request for review of the decision to [OSSE.TrainerComplaints@dc.gov](mailto:OSSE.TrainerComplaints@dc.gov) within 15 calendar days of the notice of certification termination. A trainer who fails to submit a written request for review by the 15-day deadline waives the right to review of the decision and the DEL/Office of the General Counsel decision becomes final.  
The trainer's written request (via email) for review must:
  - a. Describe the facts in dispute; and
  - b. Provide necessary documentation (e.g., contracts, invoices, emails and text messages) to support the trainer's position.
2. DEL/the Office of the General Counsel forwards the request for review to the DEL deputy superintendent or DEL designee. DEL/the Office of the General Counsel also submits a response that describes the facts of the case, including:
  - a. The original formal complaint that was filed;
  - b. The evidence collected;
  - c. Any relevant policies, procedures and other documentation provided by DEL/the Office of the General Counsel regarding its decision; and
  - d. The DEL/Office of the General Counsel notice of TAP certification termination.
3. The DEL deputy superintendent or DEL designee accepts the request for review and reviews it along with the DEL/Office of the General Counsel response, then either upholds the decision or overturns it.
4. DEL/the Office of the General Counsel will issue a written decision regarding the request for review and provide the applicant with a copy within 45 days of the submission of their written request for review. The written decision will be sent via email as well as the US Postal Service.
5. Any applicant whose TAP certification is terminated and is unsuccessful in their appeal of the termination decision will be barred from re-applying to be a TAP-certified trainer.

## Amending an Approved Certification

An approved trainer may amend their initial approval/renewal application in the following ways:

1. Add or remove trainers from the approved list (organization/exempt trainers only);
2. Add a CKA;
3. Add a training delivery method; and
4. Increase the training content level.

This may be done at any time of the year and outside of the annual TAP application cycle. Complete the “Initial Approval/Renewal Application Amendment” form (see *TAP Additional Resources*) and submit to H&A at [OSSELMs@erhurleyassoc.com](mailto:OSSELMs@erhurleyassoc.com).

## Adding or Removing Trainers

If a currently certified organization/exempt trainer would like to add a new trainer to the approved list of trainers in their TAP file, the trainer must submit the following:

1. Organization trainers
  - a. The “Initial Approval/Renewal Application Amendment” form (see *TAP Additional Resources*)
    - i. The form is not necessary if submitting new trainers with the submission of a renewal application. On the renewal application, clearly mark any new trainers in the trainer list (e.g., after each new trainer’s name, include “new” in parentheses).
  - b. The appropriate documentation for each trainer providing evidence to support their expertise in the CKA(s) and training content level being submitted for approval
    - i. Resume/curriculum vitae
    - ii. Transcripts
    - iii. Documentation for credits aligned to CKAs (see “Sample Transcript and Credits Aligned to CKAs” in *TAP Additional Resources* for an example and the “Initial Eligibility Requirements” section on page 17 for requirements)
2. Exempt trainers
  - a. A written request on company letterhead

For organization/exempt trainers, adding approval for a trainer to train in a CKA for which the organization/exempt trainer is not already approved as a whole will add that CKA to the organization/exempt trainer’s certification. For organization trainers in this case, a sample training module for each new CKA must also be submitted.

If a currently certified organization/exempt trainer would like to remove a trainer from the approved list of trainers in their TAP file, the trainer must submit the following:

1. Organization trainers
  - a. The “Initial Approval/Renewal Application Amendment” form (see *TAP Additional Resources*)
2. Exempt trainers
  - a. A written request on company letterhead

## Adding a CKA

If a currently certified trainer would like to add an additional CKA to any current trainer in their TAP file, the trainer must submit the following:

1. Individual trainers
  - a. The “Initial Approval/Renewal Application Amendment” form (see *TAP Additional Resources*)
  - b. The appropriate documentation providing evidence to support their expertise in the CKA(s) being added
    - i. Updated resume/curriculum vitae
    - ii. Transcripts
    - iii. Documentation for credits aligned to CKAs (see “Sample Transcript and Credits Aligned to CKAs” in *TAP Additional Resources* for an example and the “Initial Eligibility Requirements” section on page 17 for requirements)
    - iv. A sample training module for the CKA being added (see bullet six under “Individual Applicants” on page 22)
2. Organization trainers
  - a. The “Initial Approval/Renewal Application Amendment” form (see *TAP Additional Resources*)
  - b. The appropriate documentation for each trainer providing evidence to support their expertise in the CKA(s) being added
    - i. Updated resume/curriculum vitae
    - ii. Transcripts
    - iii. Documentation for credits aligned to CKAs (see “Sample Transcript and Credits Aligned to CKAs” in *TAP Additional Resources* for an example and the “Initial Eligibility Requirements” section on page 17 for requirements)
    - iv. A sample training module for the CKA being added (see bullet five under “Organization Applicants” on page 23)
3. Exempt trainers
  - a. A sample training module for the CKA(s) being added (see bullet two under “Exempt Applicants” on page 23)

## Adding a Training Delivery Method

If a current certified trainer would like to add a training delivery method to their TAP certification, the trainer must submit the following:

1. The “Initial Approval/Renewal Application Amendment” form (see *TAP Additional Resources*)
2. The appropriate documentation providing a sample of a training to be delivered by means of the training delivery method being added
  - a. In-person/synchronous web-based instruction
    - i. A sample training module, including a PowerPoint file or similar (see “Definitions” under the “Initial Approval Application” section on page 21)
  - b. Asynchronous web-based instruction
    - i. If instruction is delivered via modules, log-in credentials for H&A to access the website
    - ii. If instruction is delivered via pre-recorded webinar, information on how to access an available webinar
    - iii. For currently certified trainers already accredited through the IACET for their web-based instruction, H&A (at their discretion) may approve the applicant/trainer for web-based instruction without further review of their training content.

- iv. If necessary, H&A may request further documentation from the applicant/trainer regarding approval to deliver web-based instruction.
- v. Please note, first aid/CPR courses may not be offered wholly online to DC's ECE workforce. There must be an in-person practicum element (e.g., the American Red Cross's First Aid/CPR/AED Blended Learning Program). Trainers of first aid/CPR must have an acceptable sponsoring entity such as the American Red Cross, the American Heart Association or the National Safety Council.

## Increasing the Training Content Level

If a currently certified trainer would like to increase the training content level for which they are currently approved, the trainer must submit the following:

1. Individual trainers
  - a. The "Initial Approval/Renewal Application Amendment" form (see *TAP Additional Resources*)
  - b. The appropriate documentation providing evidence to support their expertise at the increased content level
    - i. Updated resume/curriculum vitae
    - ii. Transcripts
    - iii. Documentation for credits aligned to CKAs (see "Sample Transcript and Credits Aligned to CKAs" in *TAP Additional Resources* for an example and the "Initial Eligibility Requirements" section on page 17 for requirements)
    - iv. A sample training module for a training at the increased content level being requested (see bullet six under "Individual Applicants" on page 22)
2. Organization trainers
  - a. The "Initial Approval/Renewal Application Amendment" form (see *TAP Additional Resources*)
  - b. The appropriate documentation for each trainer providing evidence to support their expertise at the increased content level
    - i. Updated resume/curriculum vitae
    - ii. Transcripts
    - iii. Documentation for credits aligned to CKAs (see "Sample Transcript and Credits Aligned to CKAs" in *TAP Additional Resources* for an example and the "Initial Eligibility Requirements" section on page 17 for requirements)
    - iv. A sample training module for a training at the increased content level being requested (see bullet five under "Organization Applicants" on page 23)
3. Exempt trainers
  - a. The "Initial Approval/Renewal Application Amendment" form (see *TAP Additional Resources*)
  - b. A sample training module for a training at the increased content level being requested (see bullet two under "Exempt Applicants" on page 23)

If there are any questions about this process, contact H&A at [OSSELMs@erhurleyassoc.com](mailto:OSSELMs@erhurleyassoc.com) or (202) 905-2358.

## Marketing Training Services

DEL will list all current TAP-certified trainers on the OSSE website at [osse.dc.gov/publication/osse-certified-trainer-lists](https://osse.dc.gov/publication/osse-certified-trainer-lists).

**Approval as a trainer through the TAP application process does not guarantee employment as a trainer.**

Please see the “Publishing a Training in the OSSE LMS” section on page 40 for information on how to submit a training for publishing.

## Trainings

### Training Requirements

Trainings offered by TAP-certified trainers to the DC ECE workforce must meet the following criteria:

1. Be a minimum of two hours.
  - a. The number of CKAs that a training may cover cannot exceed the number of hours of the training's duration. For example, a two-hour training may not cover more than two CKAs and a whole-day, eight-hour training may not cover more than eight CKAs.
2. Have learning objectives expressed at the start of the training.
3. Include a post-training evaluation form completed by training participants.
  - a. For those trainings offered through OSSE's PD system, evaluation forms will be collected through the PD system.
  - b. For those trainings offered outside OSSE's PD system, a copy of the evaluation forms, completed by training participants, for at least one training in a calendar year must be submitted to H&A. These evaluations may be submitted via one PDF document including scans of all the evaluations for the training or via an online form provided by H&A. Through the online form, training participants may submit their evaluations directly to H&A. Contact H&A at [OSSELMs@erhurleyassoc.com](mailto:OSSELMs@erhurleyassoc.com) or (202) 905-2358 for a link to the online form.

In the initial approval application, applicants must submit prior training experience with adults. To be eligible to apply as an individual trainer, no more than 50 percent of the trainings submitted may be to employees or colleagues within their organization as a part of their job functions. The remaining 50 percent of the trainings submitted must include training delivered to groups external to their organization. This is also a requirement for the renewal application for individual trainers. This requirement does not apply to those submitting an initial approval application for an organization trainer or an exempt application.

All TAP-certified trainers must have a written contract with any client(s) who is/are part of the DC ECE workforce or who employ(s) the DC ECE workforce to whom or for which the trainer is providing training(s). The written contract must detail the training(s) to be delivered and any compensation to be given by the client, monetary or otherwise. No more than two-thirds of the full amount being charged for the training(s) may be collected by the trainer before the training(s) is/are delivered. It is suggested that the trainer keep documentation of payment(s) received from the client (e.g., invoices, receipts) for their records.

H&A may monitor the quality of the trainings offered by TAP-certified trainers through OSSE's PD system by attending trainings for quality assurance purposes.

### Training Certificates

Any training certificates provided by TAP-certified trainers to the DC ECE workforce must include the following:

1. A page header with the organization's name and logo if the trainer is an organization;
2. Title of the training;
3. Date of the training;
4. Number of PLUs/clock hours received (see "PLUs/Clock Hours" section below);

5. CKA(s)
  - a. The maximum number of CKAs that a training may cover cannot exceed the number of hours of the training's duration. See the "Training Requirements" section on page 38.
  - b. If the training covers more than one CKA, identify the number of clock hours covered in each specific area;
6. Training content level;
7. Presenter/trainer name with the label "OSSE Certified Early Care and Education (ECE) Trainer";
8. Signature of trainer and/or organization's administrator; and
9. The TAP trainer approval number labeled "OSSE Trainer Approval Number."

If referencing OSSE and/or DEL in the certificate, ensure that the references are correct (i.e., the whole names are spelled out and accurate).

New trainers must submit a sample training certificate to H&A at [OSSELMS@erhurleyassoc.com](mailto:OSSELMS@erhurleyassoc.com) to be approved before use with the DC ECE workforce. H&A may periodically ask current trainers for a sample training certificate to ensure that the certificate includes all necessary information as well as accurate references, if any, to OSSE or DEL.

See the "Training Certificate Checklist and Sample Training Certificate Template" in *TAP Additional Resources* for a checklist as well as a sample training certificate template.

### PLUs/Clock Hours

Training certificates provided by TAP-certified trainers must state the number of PLUs or clock hours earned. TAP uses the term "professional learning units" in conjunction with "clock hours" to provide greater alignment with the PD requirements for educators at DC Public Schools, DC public charter schools and community-based organizations.

If a training is scheduled for six hours or more in one day, actual PLUs/clock hours awarded should be fewer than the actual number of scheduled hours to account for lunch breaks. Therefore, a certificate awarded for completion of a six-hour training should not award six PLUs; at most, it should award only 5.5 PLUs. Similarly, an attendee of an eight-hour training should be awarded 7.5 PLUs at most on their training certificate.

PLUs will be accepted for trainings conducted by TAP-certified trainers as well as trainings conducted by institutions accredited by the USED or the CHEA (see verification information on page 18 of the "Initial Eligibility Requirements" section).<sup>18</sup>

### Holding Trainings

Before a training is held, a copy of the PowerPoint and other materials to be used during the training must be sent to H&A. See the "Publishing a Training in the OSSE LMS" section below for specific guidelines.

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<sup>18</sup> Per DCMR 5-A139 ([dcregs.dc.gov/Common/DCMR/SectionList.aspx?SectionNumber=5-A139](https://dcregs.dc.gov/Common/DCMR/SectionList.aspx?SectionNumber=5-A139))

In the event of inclement weather, trainers should monitor the DC Public Schools website ([dcps.dc.gov](https://dcps.dc.gov)). If DC Public Schools are closed, any trainings advertised through OSSE's PD system should be cancelled and it is recommended that any trainings offered outside of OSSE's PD system be cancelled.

### Evaluators as Trainers

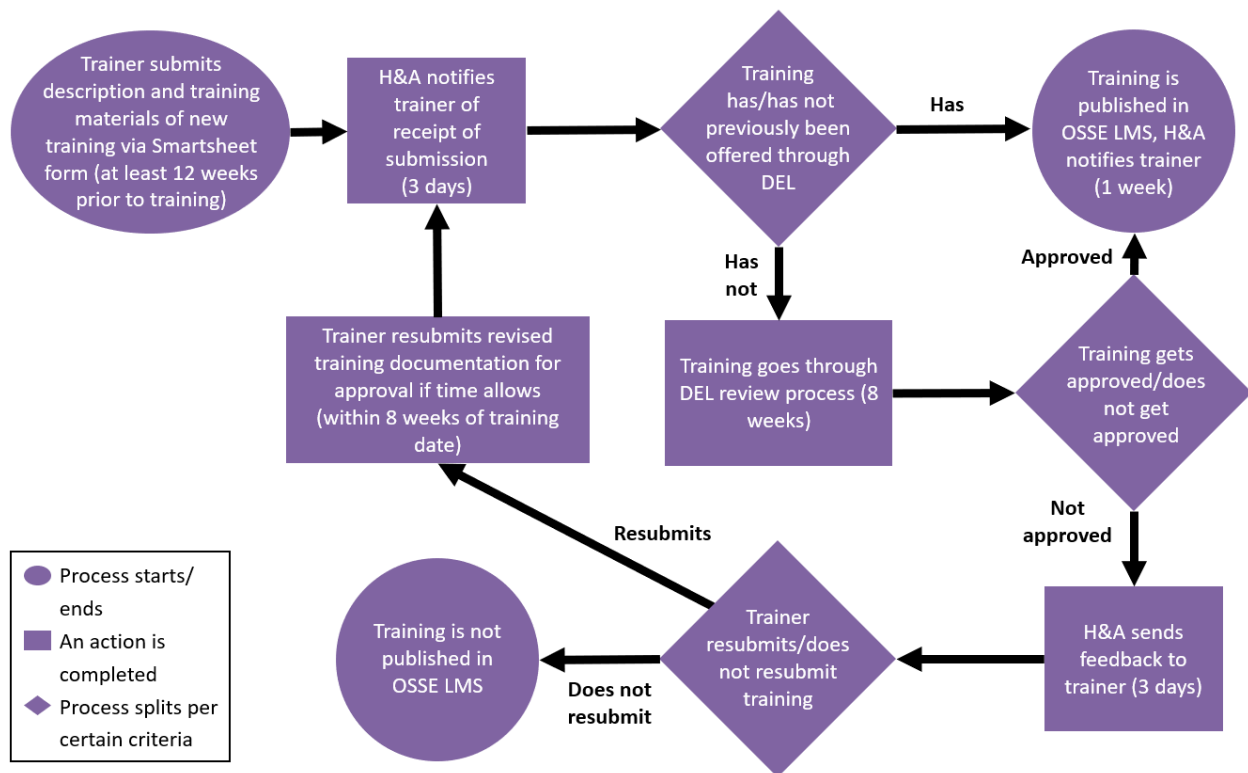
Some individuals and organizations who are TAP-certified trainers offer program evaluation services. Organizations who contract with individuals or organizations to provide program evaluation should not also contract with them to provide trainings as this is a conflict of interest.

### Publishing a Training in the OSSE LMS

Certified trainers may submit their trainings to be published via the "OSSE LMS – New Training Submission" Smartsheet form found at [app.smartsheet.com/b/form/afd419475db243f3ab8383415759efdb](https://app.smartsheet.com/b/form/afd419475db243f3ab8383415759efdb) (see the "OSSE LMS – New Training Submission Form" in *TAP Additional Resources*). One form must be used for each training. If you have more than five trainings that you would like to publish, contact H&A at [OSSELMS@erhurleyassoc.com](mailto:OSSELMS@erhurleyassoc.com) or (202) 905-2358 for an Excel template.

Figure 2 details the training submission process.

**Figure 2. Submission Process for Publishing a Training in the OSSE LMS**





The following information is requested and must be submitted in the Smartsheet/Excel template:

1. Trainer name
2. Trainer certification number
3. Name of trainer point of contact (POC)
4. Trainer/POC email address
5. Title of training
6. Training delivery method
  - a. In-person instruction
  - b. Synchronous web-based instruction
  - c. Asynchronous web-based instruction
7. Units/clock hours to be earned
  - a. Each training must be a minimum of two hours. See the “Training Requirements” section on page 38.
8. CKAs that the training covers
  - a. The maximum number of CKAs that a training may cover cannot exceed the number of hours of the training’s duration. For example, a 2-hour training may not cover more than two CKAs and a whole-day, 8-hour training may not cover more than eight CKAs. The 13 CKAs are below. For additional information about the CKAs, see the “Training Requirements” section on page 38.
    1. Child Growth and Development
    2. Observing, Documenting and Assessing to Support Young Children and Families
    3. Health, Safety and Nutrition
    4. Curriculum
    5. Inclusive Practices
    6. Learning Environments
    7. Building Family and Community Relationships
    8. Diversity: Family, Language, Culture and Society
    9. Program Management, Operation and Evaluation
    10. Professionalism and Advocacy
    11. Social-Emotional Development and Mental Health
    12. Personal Development and Self-Care
    13. Financial Literacy
9. Child Care and Development Block Grant (CCDBG) health and safety requirements topic that the training covers, if applicable
  - a. The health and safety training topics are below. More information on the health and safety training requirements can be found at [osse.dc.gov/publication/ccdf-health-safety-requirements-training-catalog](https://osse.dc.gov/publication/ccdf-health-safety-requirements-training-catalog)
    1. Prevention and control of infectious diseases (including immunization)
    2. Prevention of sudden infant death syndrome and use of safe sleep practices (if serving infants and toddlers)
    3. Administration of medication, consistent with standards for parental consent
    4. Prevention/response to emergencies due to food and allergic reactions
    5. Building and physical premises safety, including identification of and protection from hazards, bodies of water and vehicular traffic
    6. Prevention of shaken baby syndrome, abusive head trauma and child maltreatment
    7. Emergency preparedness and response planning for emergencies resulting from a natural disaster or a man-caused event (such as violence at a child care facility)
    8. Handling and storage of hazardous materials and the appropriate disposal of bio contaminants

9. Appropriate precautions in transporting children (if applicable)
10. Pediatric first aid and CPR
11. Recognition and reporting of child abuse and neglect
12. Identifying, approaching and referring students showing signs of psychological distress to appropriate support services
10. Age band(s) that the training addresses
  - a. Early childhood – early (birth-36 months)
  - b. Early childhood – middle (36-60 months)
  - c. Early childhood – late (5-8 years)
  - d. School age (5-12 years)
11. Training description
12. Three training objectives
13. Training sequence and pace
  - a. Briefly describe the engagement/interactive activities that you will facilitate during the training to ensure the three training objectives are met. See the "Sample Training Module – Example" section in *TAP Additional Resources* for an example.
14. Date of training
15. Time of training
16. Location of training
17. Cost of training
18. How to register for the training
19. Language of training
20. Audience of training
  - a. Directors
  - b. Administrators
  - c. Expanded home caregivers/Home caregivers
  - d. Teachers
  - e. Assistant teachers
  - f. Associate home caregiver
  - g. Trainers
  - h. Instructional coaches
21. Training capacity
22. Any additional information about the training
23. All materials to be used during the training (e.g., PowerPoint, handouts)
  - a. The rubric to be used to review the materials is similar to the one found in the “OSSE LMS Training – Scoring Rubric” section in *TAP Additional Resources*. The current rubric used may be found through the TAP webpage on OSSE’s website: [osse.dc.gov/publication/trainer-approval-program-tap-process](https://osse.dc.gov/publication/trainer-approval-program-tap-process).

### Training and Training Materials Submission

Training (including the training materials) must be submitted through the “OSSE LMS – Training Submission” Smartsheet form found at [app.smartsheet.com/b/form/afd419475db243f3ab8383415759efdb](https://app.smartsheet.com/b/form/afd419475db243f3ab8383415759efdb) (see the “OSSE LMS – New Training Submission Form” in *TAP Additional Resources*) at least 12 weeks prior to the scheduled training to allow sufficient time to move through the review process and then to be advertised. The training submission will go through an initial review within DEL and then through review with OSSE’s Communications Review Team (CRT). Review may include minor revisions to the training description and training

materials per OSSE's style guide and for readability. The materials will be evaluated using a rubric similar to the one found in the "OSSE LMS Training – Scoring Rubric" section in *TAP Additional Resources*. If the training is approved, having received at least the required minimum score on the rubric, DEL/H&A will notify the trainer and the training will be entered into the OSSE LMS. If it is not approved, DEL will send the trainer DEL/CRT's feedback.

If there are any questions about this process, contact H&A at [OSSELMS@erhurleyassoc.com](mailto:OSSELMS@erhurleyassoc.com) or (202) 905-2358.

## Quarterly Reports

Quarterly reports provide OSSE with a list of the trainings conducted by each TAP-certified trainer in each quarter. All TAP-certified trainers are required to submit a quarterly report by the 10<sup>th</sup> day of the month following the end of each quarter in accord with the requirements detailed in this section. For example, the first quarter (Oct. 1 through Dec. 31) report is due Jan. 10.

The purposes of the quarterly reports are to:

1. Establish a standardized and procedural format that documents the existing and upcoming PD provided by TAP-certified trainers for the DC ECE workforce (accurate numbers regarding PD offered by DEL, including through TAP, are needed for purposes of government reporting), including trainings offered both through OSSE's PD system and external to OSSE's PD system;
2. Provide DEL leadership with the opportunity to enhance the quality and project the need for PD on specific topics and issues and build capacity in the ECE workforce; and
3. Provide the means to submit the certificates for:
  - a. The one required train-the-trainer session in adult learning or ECE during the three-year certification period (see renewal applicant eligibility in the "Renewal Application and Requirements for Maintaining Trainer Status" section on page 38); and
  - b. The required annual six PLUs/clock hours within any of the trainer's approved CKAs for a total of 18 PLUs or clock hours during the three-year certification renewal period (see renewal applicant eligibility in the "Renewal Application and Requirements for Maintaining Trainer Status" section on page 38).

## Policy

All TAP-certified trainers are required to report essential data regarding trainings offered to the DC ECE workforce that includes pertinent identification of content represented in the trainings.

DEL and H&A will use the reporting by trainers to inform decisions, improve quality and respond to relevant and targeted needs of the workforce. The reporting will also be used to identify gaps and duplication and support the provision of ongoing professional growth opportunities.

This policy applies to all TAP-certified trainers, including all exempt trainers (except those that OSSE deems otherwise exempt from this process, e.g., if an exempt group one trainer already submits PD data through monthly reports).

## Report Structure

The quarterly report shares information on the PD offerings that individuals or organizations have provided during each report month (the first through the last calendar day of each month). These include trainings that have been offered both through the OSSE LMS and external to the OSSE LMS. The quarterly report form includes:

1. Dates of training;
2. Training title/topic;
3. Training location;
4. Number of participants;
5. Training audience;

6. Training content level;
7. CKA(s);
8. Trainer(s);
9. The individual/organization's trainer approval number;
10. The opportunity to upload any certificate for a train-the-trainer session in adult learning or ECE (see renewal applicant eligibility in the "Renewal Application and Requirements for Maintaining Trainer Status" section on page 38); and
11. The opportunity to upload any certificate(s) for the required six PLUs/clock hours within any of the trainer's approved CKAs annually for a total of 18 PLUs or clock hours for the three years following the date of certification or certification renewal (see renewal applicant eligibility in the "Renewal Application and Requirements for Maintaining Trainer Status" section on page 38).

The form must be completed and submitted online via the form found on the TAP Quarterly Report webpage: [osse.dc.gov/publication/trainer-approval-program-tap-quarterly-report](https://osse.dc.gov/publication/trainer-approval-program-tap-quarterly-report). Soft-copy (i.e., via email, via flash drive, etc.) and hard-copy (i.e., printed out) reports will not be accepted.

If a trainer has not conducted any relevant trainings in the reporting period, the trainer must still submit a report via the mentioned link stating that no trainings took place so the trainer's records may be updated.

Any questions about the quarterly reports should be directed to H&A at [OSSELMs@erhurleyassoc.com](mailto:OSSELMs@erhurleyassoc.com) or (202) 905-2358.

## Timeline

Table 5 outlines the due dates for submission of the quarterly reports.

**Table 5. Quarterly Report Submission Dates**

Quarter	Dates that Quarter Covers	Due Date
First	Oct. 1 – Dec. 31	Jan. 10
Second	Jan. 1 – March 31	April 10
Third	April 1 – June 30	July 10
Fourth	July 1 – Sept. 30	Oct. 10

If a trainer fails to submit timely reports for two consecutive quarters, the trainer may be considered for certification termination. Refer to the "Termination of Approved Trainer Certification" section on page 32.

## Frequently Asked Questions

### ***Why is TAP necessary?***

All staff employed at a child development facility licensed by OSSE and OST programs must provide evidence that they are receiving specialized training via ongoing PD.<sup>19</sup> TAP is a quality assurance mechanism that supports the workforce in accessing high-quality training opportunities.

### ***How is the initial approval application reviewed?***

Initial approval applications and required attachments are reviewed and approved by H&A, OSSE's designee. (See the "Initial Approval Application Process" section on page 27.)

### ***How do I market my services to programs in DC?***

A current list of TAP-certified trainers may be found on the OSSE website at [osse.dc.gov/publication/osse-certified-trainer-lists](https://osse.dc.gov/publication/osse-certified-trainer-lists). Tips on how to plan for a training session and how to select a trainer may be found in *TAP Additional Resources* ("Training Planning Guide"). To add trainings to the OSSE LMS prior to the training dates, see the "Publishing a Training in the OSSE LMS" section on page 40. **Approval as a trainer through the TAP application process does not guarantee employment as a trainer.** (See the "Marketing Training Services" section on page 36.)

### ***What is a trainer approval number? How is it tracked?***

Once approved, H&A will assign each trainer a unique trainer approval number. This number must appear on all training certificates so that the DC early learning professionals that attend your trainings may get proper credit for the PLUs they are accruing. The DEL Licensing, Compliance, Subsidy and Eligibility unit may audit individuals' certificates and will not count certificates that do not include valid trainer approval numbers. (See "Approval" under the "Initial Approval Application Process" section on page 27.)

### ***How do I obtain an application or request additional information?***

The initial approval application is an online application that may be found through the TAP webpage on OSSE's website: [osse.dc.gov/publication/trainer-approval-program-tap-process](https://osse.dc.gov/publication/trainer-approval-program-tap-process). The initial approval application will only be accepted via the online application. Soft-copy (i.e., via email, via flash drive, etc.) and hard-copy (i.e., printed out) applications will not be accepted. H&A will schedule a **mandatory** information session in November or December to be announced on OSSE's PD system. Attendance at the information session is **mandatory** for those who intend to apply in order to learn about the application process. Prospective applicants should contact H&A at [OSSELMS@erhurleyassoc.com](mailto:OSSELMS@erhurleyassoc.com) or (202) 905-2358 for additional information.

### ***Are there fees associated with this program?***

Earlier in the TAP's history, there were fees associated with the initial approval application. Currently, there are no fees required to be involved in TAP. However, this is subject to change in the future as OSSE sees appropriate.

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<sup>19</sup> Per DCMR 5-A139 ([dcregs.dc.gov/Common/DCMR/SectionList.aspx?SectionNumber=5-A139](https://dcregs.dc.gov/Common/DCMR/SectionList.aspx?SectionNumber=5-A139))

***What ongoing support and monitoring does H&A provide to TAP-certified trainers?***

H&A offers support to TAP-certified trainers in a number of ways, including hosting trainer orientation and networking events as well as offering technical assistance. Data from reports and other monitoring measures will drive these activities.

***Do TAP-certified trainers have to register in the OSSE LMS?***

It is mandatory for all TAP-certified trainers to have an account in the OSSE LMS. When approved as a trainer, OSSE will create an account in the system and the trainer will receive notification from OSSE or H&A of their registration. Additionally, the OSSE LMS is the only system for DC's ECE workforce to register for in-person or online PD sessions offered by OSSE.

***I am a faculty at a regionally accredited college/university. Do I have to be an approved trainer under this program?***

Faculty will not need trainer approval if the training delivered by the faculty is conducted under the auspices of a college or university accredited by the USED or the CHEA (see page 11 of the "Approval Categories" section). The college/university name and logo must appear on the participation certificate.

Faculty will need to be first approved as a TAP-certified individual trainer through TAP if the training delivered by the faculty is independent of the college/university.

***I am/my organization is hosting an upcoming event (e.g., a conference) in which the whole event or several sessions address some of DEL's CKAs. Can DC participants receive credit for participating?***

There are several situations in which an individual/organization trainer may fall under in this case:

1. **The individual/organization is currently a TAP-certified trainer.** If the individual or organization is currently a TAP-certified trainer, then DC participants may receive credit for participating provided that the trainer's approval number as well as the PLUs/clock hours earned are included on the certificate the participants receive for their attendance.
2. **The organization is not currently a TAP-certified trainer but qualifies to be an exempt trainer.** If the hosting organization is not currently a TAP-certified trainer but qualifies to be an exempt trainer (see pages 10-11 of the "Approval Categories" section for an explanation of the exempt trainer categories), then the organization may contact H&A ([OSSELMS@erhurleyassoc.com](mailto:OSSELMS@erhurleyassoc.com) or (202) 905-2358) for an application to complete for approval before the event. (Individuals cannot qualify to be an exempt trainer.) If approved as an exempt trainer, the organization must provide participants with a certificate that includes the organization's trainer approval number as well as the PLUs/clock hours earned. The application must be submitted to H&A at least three weeks prior to the event to allow adequate time for review.
3. **The individual/organization is not currently a TAP-certified trainer and does not qualify to be an exempt trainer, but there are TAP-certified trainers leading some of the event's trainings.** If the individual or organization is not currently a TAP-certified trainer and does not qualify to be exempt (see pages 10-11 of the "Approval Categories" section for an explanation of the exempt trainer categories), DC participants may still be able to receive credit for participating in any session led by a TAP-certified trainer (see the list of trainers on the OSSE website at [osse.dc.gov/publication/osse-certified-trainer-lists](https://osse.dc.gov/publication/osse-certified-trainer-lists)). The TAP-certified trainer must provide participants with a certificate that includes the trainer approval number as well as the PLUs/clock hours earned.

4. **The individual/organization is not currently a TAP-certified trainer and does not qualify to be an exempt trainer but plans on hosting future events.** If the individual or organization is not currently a TAP-certified trainer and does not qualify to be exempt (see pages 10-11 of the “Approval Categories” section for an explanation of the exempt trainer categories) but plans to host future events where they would like DC participants to receive credit, it is suggested that the organization apply to be a TAP-certified trainer during the next TAP application cycle, which will begin in January of the next calendar year. H&A will schedule an information session in November or December to be announced in the course catalog found on OSSE’s PD system. Attendance at the information session is mandatory for those who intend to apply in order to learn about the application process. Contact H&A at [OSSELMS@erhurleyassoc.com](mailto:OSSELMS@erhurleyassoc.com) or (202) 905-2358 for more information.

***What is expected of the training attendees?***

A copy of the “Policies and Procedures for Training Registrants and Attendees” can be found in *TAP Additional Resources*.