



District of Columbia
Office of the State Superintendent of Education

Trainer Approval Program (TAP) Manual

Revised June 2020

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 DC Child Care Connections (DC CCC) at OSSE.DCchildcareconnections@dc.gov or (202) 678-0027. DC CCC 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 <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 Any outdated forms will be returned without review.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

Table of Contents

Introduction	2
Program Overview	5
Trainer Expectations	6
Adult Learners	6
Professionalism	7
Welfare of Young Children	7
Representing the Agency	8
TAP Application Elements	9
Approval Categories	9
Core Knowledge Areas	11
Training Content Levels	14
Training Delivery Methods	15
Initial Eligibility Requirements	17
Application Timeline	20
Initial Approval Application	21
Definitions	21
Individual Applicants	22
Organization Applicants	23
Exempt Applicants	23
DC Early Learning Standards (DC ELS) Trainers	24
Child Development Associate (CDA) Trainers	24
Montessori Trainers	26
Initial Approval Application Process	26
Marketing Training Services	29
Trainings	30
Training Requirements	30
Training Certificates	30
Professional Learning Units (PLUs)/Clock Hours	31
Holding Trainings	32
Publishing a Training in the Professional Development Information System (PDIS)	32
Quarterly Reports	35
Policy	35
Report Structure	35
Timeline	36
Renewal Application	37

Requirements for Maintaining Trainer Status	39
Individual Certified Trainers.....	39
Organization Certified Trainers.....	39
Exempt Trainers	40
Termination of Approved Trainer Certification	40
Amending an Approved Certification	43
Adding Trainers	43
Adding a Core Knowledge Area	43
Adding a Training Delivery Method	44
Increasing the Training Content Level	45
Frequently Asked Questions	46
Appendix A: Resources for Completing the Initial Approval Application	49
Initial Approval Application Checklist	50
Renewal Application Checklist	52
Application Review Checklist	53
Sample Transcript and Credits Aligned to Core Knowledge Areas	58
Sample Training Module – Guidelines for Completion	61
Sample Training Module or Web-Based/DVD/CD Training – Scoring Rubric	62
Sample Training Module – Example.....	64
Sample Training Module – Action Plan – Example	68
Sample Training Module Presentation – Overview	71
Sample Training Module Presentation – Scoring Rubric	72
Child Development Associate (CDA) Proposed Training Curriculum	78
Six Principles of Adult Learning	86
Tips for PowerPoint Presentations	87
Tips for Successful Sample Presentations.....	89
Appendix B: Resources for Approved Trainers	90
Characteristics of High-Quality Trainings.....	91
Policies and Procedures for Training Registrants and Attendees.....	92
Professional Development (PD) Requirements for DC Early Care and Education Staff.....	96
Room Arrangement	99
Training Certificate Checklist and Sample Training Certificate Template.....	103
Training Planning Guide	104
Appendix C: Forms and Letters	105
Initial Approval Application.....	106
Exempt Application	118
Approval Letter – Example.....	123
Renewal Application	124
Initial Approval/Renewal Application Amendment	128
Trainer Complaint Form	134

Program Overview

Young children's access to high-quality ECE experiences has the potential to improve their early academic skills and learning-related behaviors, which is especially true for children from disadvantaged backgrounds.¹ 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.² 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 in which they interact and learn with qualified presenters who will positively impact the quality of the care, teaching and learning that truly 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 mission of 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) and are able to effectively demonstrate their understanding of the [District of Columbia Early Learning Standards](#) (DC ELS).

Because all staff licensed in DC in ECE and out-of-school time (OST) programs must provide evidence that they are receiving specialized training via continuing education and/or PD activities,³ 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 be subject to change in the future as OSSE sees appropriate.

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

² 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). <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 http://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. <https://doi.org/10.1016/j.ecresq.2019.06.009>

³ Per District of Columbia Municipal Regulations (DCMR) 5-A139 (<https://www.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.⁴

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 36.

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 learning⁵ 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 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.

⁴ These expectations are based, in part, on the following documents:

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

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

⁵ References:

Chan, S. (2010). Applications of andragogy in multi-disciplined teaching and learning. *Journal of Adult Education*, 39(2), 25-35.

Knowles, M. S., Holton, III, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development*. New York: Routledge.

The adult learning principles may also be found in Appendix A ("Six Principles of Adult Learning").

6. Evaluates adult learners fairly, using those 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 core knowledge areas (see the "Core Knowledge Areas" section on page 7) 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 or can obtain appropriate experience and expertise.
11. Does not offer services in which they do not have the competence, qualifications or resources to provide.
12. 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.
13. 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.
14. 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.
15. Honors confidentiality, sharing only necessary information about an adult learner only to those who need to know and only through appropriate professional channels.
16. Encourages the developing 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.⁶
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 DC CCC 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 "Unusual Incident Report Form" found at <https://osse.dc.gov/service/early-learning-complaints-and-unusual-incident-reporting>.

⁶ 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 26.

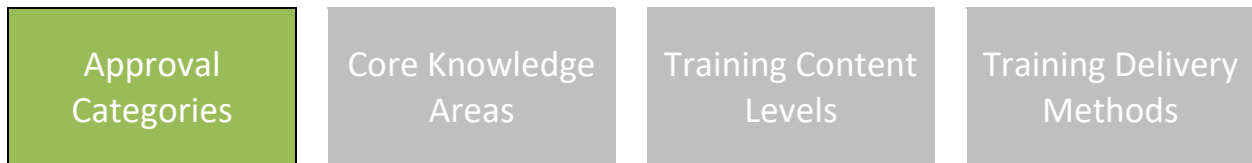
TAP Application Elements

There are four main elements of the TAP application.

1. Approval categories
2. Core knowledge areas
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)). 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).⁷
2. Organization
 - a. Definition: An organization trainer is an entity who provides training to the ECE and OST workforce either in early childhood/youth development or in a specialized field.
 - 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.

⁷ Reference: Council for Professional Recognition. (n.d.). CDA Credentialing Program FAQs. Retrieved from <https://www.cdacouncil.org/credentials/faqs/591-cda-credentialing-program-frequently-asked-questions>

- 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 core knowledge area(s). Other staff of the organization cannot provide training based on their colleague's approval.
 - ii. Organizations must maintain updated trainer lists with DC CCC. Only professional learning units (PLUs) from trainings provided by trainers on file with DC CCC for TAP-certified organizations will be credited towards an attendee's required PD hours (see "Professional Development Requirements for DC Early Care and Education Staff" section in Appendix B).
 - 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 Appendix C.
- d. Exempt trainer categories
 - i. Group One
 - (1) Current OSSE contractors, grantees and vendors⁸
 - (2) Exempt status for these organizations is only applicable while they have an active relationship with OSSE.
 - (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

⁸ 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.)

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): <https://ope.ed.gov/dapip/#/home>
 - (ii) CHEA: <https://www.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.⁹ 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))
 - (3) Proof of accreditation will be requested in the initial approval application.
 - (4) DC agencies (e.g., Department of Behavioral Health)
 - (5) Federal agencies (e.g., United States General Services Administration)
 - (6) Hospitals (e.g., Children's National Health System)
 - (7) Museums (e.g., Smithsonian National Air and Space Museum)
 - (8) 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)
 - (9) National health organizations (e.g., American Heart Association, American Red Cross)
4. If seeking exempt approval, first contact DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027) 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.

Core Knowledge Areas



The core knowledge areas, as defined by DEL, outline the 11 specific knowledge and skills professionals need to work effectively with all young children and families. They are aligned with the NAEYC Standards

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

for Early Childhood Professional Preparation,¹⁰ the CDA Competency Standards¹¹ and the Federal Head Start Program Early Learning Outcomes Framework.¹²

Applicants may submit to be approved for up to all 11 core knowledge areas. 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 core knowledge area(s) in which they are seeking approval to train (noted in the “Initial Eligibility Requirements” section on page 13). 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 core knowledge area in which the organization is seeking approval to train.

The core knowledge areas 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

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

¹¹ 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 https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/OSSE%20Quorum%20CDA%20Guidebook.pdf.

¹² The Head Start Early Learning Outcomes Framework may be found at <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

Training Content Levels



Along with identifying the core knowledge areas 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.¹³ 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 core knowledge areas; see “Sample Transcript and Credits Aligned to Core Knowledge Areas” in Appendix A for an example), as well as consider the suggested level of implementation following their presentations.

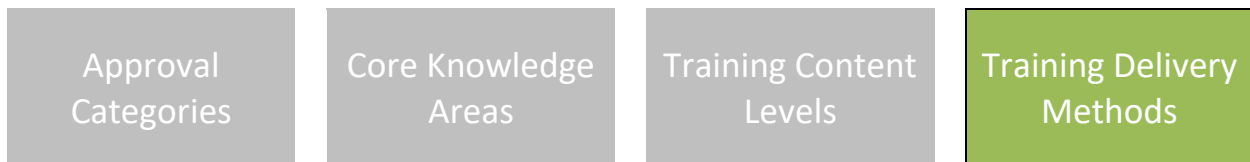
Table 1. Training Content Level Descriptions

Training Content Level	Training Characteristics
Basic	<ul style="list-style-type: none"> • The training participant has minimal experience, training, education and/or credentials in the field. • The training covers the initial background information and foundational knowledge of a topic. • The training provides information and resources that allow the participant to expand on what they have learned on their own outside of the course.
Intermediate	<ul style="list-style-type: none"> • The training participant has had a few years experience and some training, education and/or credentials in the field. • The training participant is familiar with the foundational knowledge and is expected to apply and analyze the new content. • The training expands knowledge and application and refines skills.

¹³ 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
Advanced	<ul style="list-style-type: none"> The training participant has had some formal education in the field, often in leadership or mentor roles as lead teachers, directors, administrators, etc. The training focuses on a more thorough knowledge and understanding of a topic. The training participant has applied the concepts and is expected to utilize them in order to evaluate and synthesize the effectiveness of implementation. The training participant is able to develop additional strategies to implement concepts learned.

Training Delivery Methods



There are currently three training delivery method options for TAP:

1. In-person instruction
2. Web-based instruction
3. Digital video disc (DVD) or compact disc (CD) instruction

Trainers may apply to train in one method or any combination of the three 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 online trainings but does not have the documentation needed to be approved for online trainings, so the trainer is only certified to deliver in-person trainings.

In-Person Instruction

New applicants seeking approval to deliver in-person instruction must submit a completed sample training module (see “Definitions” on page 17 in the “Initial Approval Application” section for details about the sample training module and the “Holding Trainings” section on page 28 for additional details on training requirements).

Web-Based Instruction

Applicants may apply for approval in web-based instruction via modules on the applicant’s website or via webinar. If there is a form of web-based instruction that does not fall under either of these categories, contact DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027) to discuss requirements for approval.

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

1. Via modules on the applicant's website – include log-in information for the website; and
2. Via webinar – include information on how to access a currently available webinar.

Trainers who are already TAP-certified and are not currently approved to deliver web-based instruction but would like to be should contact DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027) for further information. They will be required to complete the "Initial Approval/Renewal Application Amendment" form found in Appendix C.

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

If necessary, DC CCC may request further documentation from the applicant/trainer regarding approval to deliver 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.

DVD or CD instruction

New applicants seeking approval to deliver instruction via modules on a DVD or CD must submit a DVD or CD containing sample training modules for DC CCC to review.

Trainers who are already certified and are not currently approved to deliver instruction via DVD or CD but would like to be should contact DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027) for further information. They will be required to complete the "Initial Approval/Renewal Application Amendment" form found in Appendix C.

If necessary, DC CCC may request further documentation from the applicant/trainer regarding approval to deliver instruction via DVD or CD.

First aid/CPR courses may not be offered wholly via DVD or CD 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 core knowledge area(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 Core Knowledge Area
 - 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 core knowledge area for which approval to train is being sought (see "Sample Transcript and Credits Aligned to Core Knowledge Areas" in Appendix A 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 core knowledge area(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 core knowledge areas.**
3. Experience in Early Childhood or the Specialized Field
 - a. Experience in the field includes:
 - i. Positions in 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) or the Association of International Credential Evaluators (AICE; 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 printed in 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 DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027) 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 DAIP: <https://ope.ed.gov/dapip/#/home>
 - ii. The CHEA: <https://www.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 Core Knowledge Area	Minimum Prior Training Experience with Adult Learners
Basic	<ul style="list-style-type: none"> Associate degree (or equivalent hours towards a bachelor's degree) in early childhood or a closely related field from a regionally accredited college/university 	<ul style="list-style-type: none"> 3 years in an early childhood/ youth development setting 	<ul style="list-style-type: none"> 9 college credits 	<ul style="list-style-type: none"> 26 clock hours within the last 3 years
Intermediate <ul style="list-style-type: none"> Trainer can also deliver training at the basic level. 	<ul style="list-style-type: none"> Bachelor's degree in early childhood or a closely related field from a regionally accredited college/ university OR 	<ul style="list-style-type: none"> 3 years in an early childhood/ youth development setting 	<ul style="list-style-type: none"> 12 college credits 	<ul style="list-style-type: none"> 36 clock hours within the last 3 years

Training Content Level	Minimum Higher Education Requirement	Minimum Experience in Early Childhood or the Specialized Field	Minimum Early Childhood College Credits Aligned with Each Core Knowledge Area	Minimum Prior Training Experience with Adult Learners
	<ul style="list-style-type: none"> A degree at any level in any field with a passing Early Childhood Education or Special Education Praxis test score 	<ul style="list-style-type: none"> 5 years in an early childhood/ youth development setting 	<ul style="list-style-type: none"> N/A 	
Advanced <ul style="list-style-type: none"> Trainer can also deliver training at the basic and intermediate levels. 	<ul style="list-style-type: none"> Master's degree or higher in early childhood or a closely related field from a regionally accredited college/university 	<ul style="list-style-type: none"> 3 years in an early childhood/ youth development setting 	<ul style="list-style-type: none"> 15 college credits 	<ul style="list-style-type: none"> 60 clock hours within the last 3 years
Specialized Field (e.g., health (nurse), fire safety (firefighter), business practices (accountant))	<ul style="list-style-type: none"> Pertinent certification/license (contact DC CCC to discuss acceptability) 	<ul style="list-style-type: none"> Varies depending on the specialized field (contact DC CCC to verify) 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Varies depending on the specialized field (contact DC CCC to verify)

Application Timeline

DEL/DC CCC 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: <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 19).

Table 3 below details the application timeline.

Table 3. Initial Approval and Renewal Application Timeline

Type of Application	Period During Which Applications Will Be Accepted	Application Deadline	Application Review Period	Deadline for Notifying Applicants about Application/Certification Status	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 DC CCC 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 DC CCC during February and March. Please see the “Application Timeline” on page 16.

The initial approval application is an online application that may be found through the TAP webpage on OSSE’s website: <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 timeliness 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 DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027) to discuss what certifications/licenses are acceptable.
2. College transcripts
 - a. College transcripts that list successfully completed college coursework aligned with the selected core knowledge area(s) must be submitted (see “Sample Transcript and Credits Aligned to Core Knowledge Areas” in Appendix A 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 13 for more information).
 - b. Documentation outlining which credits from the transcripts are being submitted to support each core knowledge area must also be included (see “Sample Transcript and Credits Aligned to Core Knowledge Areas” in Appendix A for an example).
 - c. See the “Initial Eligibility Requirements” section on page 13 for information on the minimum number of credits required per core knowledge area 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 13).
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 core knowledge area 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 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: <https://osse.dc.gov/publication/trainer-approval-program-tap-process> (see “Sample Training Module – Example” in Appendix A 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. 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 currently available webinar must be included)
 - iii. DVD/CD instruction – DVD or CD containing a sample training module
- b. Each sample training module and/or online/DVD/CD training must:
- i. Be at least two hours;
 - ii. Include clear and concise objectives;
 - iii. Include an outline of content consistent with each core knowledge area, the depth of training content and the DC ELS;
 - iv. Utilize training methodology, group process skills and presentation techniques consistent with adult learning principles (see "Six Principles of Adult Learning" in Appendix A); and
 - v. Incorporate appropriate implementation strategies.
- c. Sample training module completion guidelines, a scoring rubric and example may be found in Appendix A ("Sample Training Module - Guidelines for Completion," "Sample Training Module or Web-Based/DVD/CD 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: <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 Appendix A (“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 core knowledge areas
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 core knowledge area 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 11 core knowledge areas, 11 sample training modules must be submitted)
 - a. If an individual is applying for multiple core knowledge areas with varying training content levels, the training content level of each sample training module for each core knowledge area must match the training content levels of each core knowledge area 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 his/her selected core knowledge area(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: <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 Appendix A ("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 core knowledge area 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 core knowledge areas
 - 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 core knowledge area 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 core knowledge area(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 DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027) 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: <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 Appendix A ("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 core knowledge areas (for group one only)
2. A sample training module for each core knowledge area for which the organization is applying

DC Early Learning Standards (DC ELS) Trainers

Only trainers with a DC ELS training credential are permitted to train the DC ECE workforce on the DC ELS.¹⁴ 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 "Core Knowledge Areas" section on page 7);
 - 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 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.

Child Development Associate (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.¹⁵ 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 all 11 core knowledge areas corresponding to the eight CDA subject areas, as listed in Table 4 below.

¹⁴ The 2019 DC ELS can be found on the OSSE website at: <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).

¹⁵ Reference: Council for Professional Recognition. (n.d.). CDA Credentialing Program FAQs. Retrieved from <https://www.cdacouncil.org/credentials/faqs/591-cda-credentialing-program-frequently-asked-questions>

Table 4. CDA Subject Area and Core Knowledge Area Alignment

CDA Subject Areas	Core Knowledge Areas
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

3. An organization's CDA curriculum and program may not feature an online instruction component that exceeds 50 percent of the total instruction or the 120 hours required for the CDA, whichever is greater; and
4. The proposed CDA training curriculum to be used must be submitted (see "Child Development Associate (CDA) Proposed Training Curriculum" in Appendix A).

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 approved by OSSE to deliver 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 (<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 (<https://www.cdacouncil.org/resources/find-training>).

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 DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027).

Montessori Trainers

Only Montessori certificates issued by the following organizations are recognized in DC:¹⁶

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 DC CCC. Figure 1 outlines the review process, which begins after the Jan. 31 application deadline and ends April 1, when application decisions are sent.

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 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.

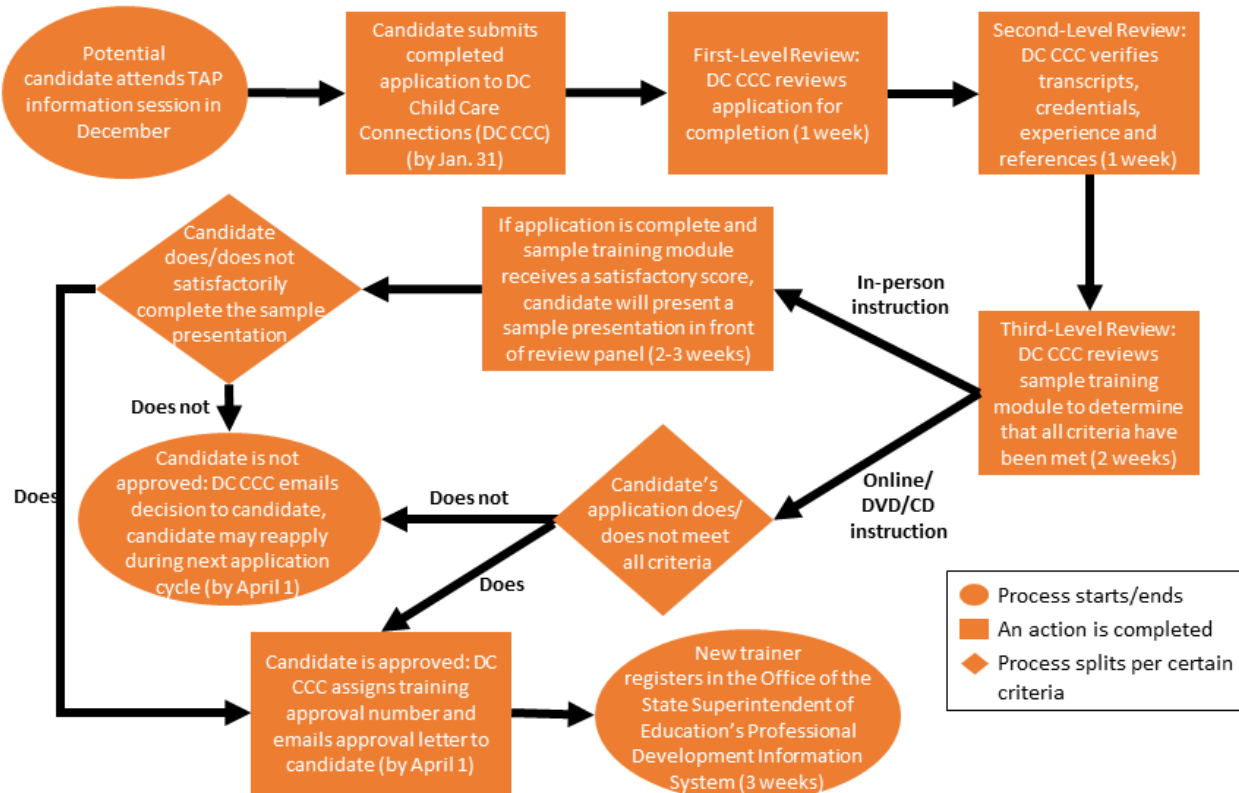
Approval

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.

¹⁶ Per DCMR 5-A139 (<https://www.dcregs.dc.gov/Common/DCMR/SectionList.aspx?SectionNumber=5-A139>)

Figure 1. Initial Approval Application Process Flow



Once approved, DC CCC 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 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.

DC CCC will register new TAP-certified trainers in the Professional Development Information System (PDIS) (<https://dcpdis.org/>) within three weeks of notification of approval. This includes being added to the list of current trainers found on the PDIS website.

DC CCC 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.

DC CCC may monitor the quality of the trainings offered by TAP-certified trainers through PDIS by attending trainings for quality assurance purposes, including evaluation of the trainer’s performance. DC CCC will notify the trainer upon their arrival to any training. For trainings offered by TAP-certified trainers to the DC ECE workforce outside of PDIS, evaluations for one training at least once a calendar year must be submitted. These evaluations may be submitted via one PDF document including scans of

all the evaluations for the training or via a Google form provided by DC CCC. Through the Google form, training participants may submit their evaluations directly to DC CCC. Contact DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027) for a link to the Google form. DC CCC 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 2) in more egregious cases and therefore at risk of TAP certification termination (see the “Termination of Approved Trainer Certification” on page 36).

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 36).

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 DC CCC that applicants who are denied certification for this reason, 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 DC CCC decision to DC CCC at OSSE.DCchildcareconnections@dc.gov 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 DC CCC 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. DC CCC forwards the request for review to an appeals review committee within DEL. DC CCC 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 DC CCC 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. DC CCC's response;
 - e. Any relevant policies, procedures, rubrics and other documentation provided by DC CCC regarding its decision; and
 - f. The applicant's re-demonstration of their sample module presentation.
5. The hearing officer 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 must wait **two years** before reapplying to be a TAP-certified trainer.

Marketing Training Services

DEL will list all current TAP-certified trainers on PDIS at <https://dcpdis.org/content/osse-certified-training>, which will be linked on the OSSE website at <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 PDIS" section on page 28 for information on how to submit a training for publishing in PDIS.

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 core knowledge areas 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 core knowledge areas and a whole-day, eight-hour training may not cover more than eight core knowledge areas.
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 advertised through PDIS, DC CCC will provide and collect this evaluation form for DC CCC's records.
 - b. For those trainings offered outside of PDIS, a copy of the evaluation forms for one training at least once a calendar year must be submitted to DC CCC. These evaluations may be submitted via one PDF document including scans of all the evaluations for the training or via a Google form provided by DC CCC. Through the Google form, training participants may submit their evaluations directly to DC CCC. Contact DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027) for a link to the Google form.

In the initial approval application, applicants must submit prior training experience with adults. To be eligible to apply as a trainer, only 50 percent of the trainings submitted may be to employees or colleagues as a part of their job functions. The remaining 50 percent of the trainings submitted must include training delivered to external groups. This is not a requirement for the renewal 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.

DC CCC may monitor the quality of the trainings offered by TAP-certified trainers through PDIS by attending trainings for quality assurance purposes. For trainings offered by TAP-certified trainers to the DC ECE workforce outside of PDIS, evaluations for one training at least once a calendar year must be submitted to DC CCC. These evaluations may be submitted via one PDF document including scans of all the evaluations for the training or via a Google form provided by DC CCC. Through the Google form, training participants may submit their evaluations directly to DC CCC. Contact DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027) for a link to the Google form.

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 “Professional Learning Units (PLUs)/Clock Hours” section below);
5. Core knowledge area(s)
 - a. The maximum number of core knowledge areas that a training may cover cannot exceed the number of hours of the training’s duration. See the “Training Requirements” section above.
 - b. If the training covers more than one core knowledge area, 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 DC CCC at OSSE.DCchildcareconnections@dc.gov to be approved before use with the DC ECE workforce. DC CCC 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 Appendix B for a checklist as well as a sample training certificate template.

Professional Learning Units (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 14 of the “Initial Eligibility Requirements” section).¹⁷

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

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 DC CCC.

Tips on how to plan for a training session and how to select a trainer may be found in the “Training Planning Guide” in Appendix B.

Cancelling Trainings

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. 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 36).

In the event of inclement weather, trainers should monitor the DC Public Schools website (<https://dcps.dc.gov>). If DC Public Schools are closed, any trainings advertised through PDIS should be cancelled and it is recommended that any trainings offered outside of PDIS 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 Professional Development Information System (PDIS)

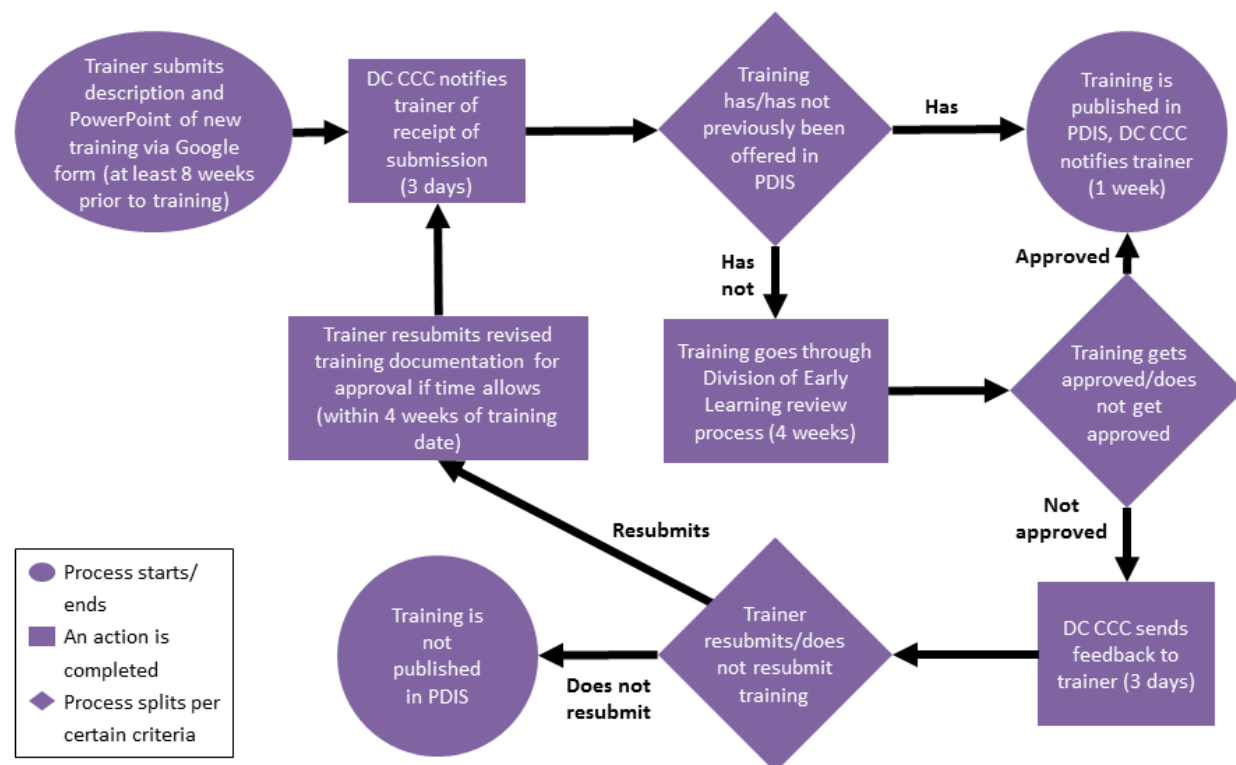
Certified trainers may submit their trainings to be published in PDIS via the “PDIS - New Training Submission” Google form found at <https://forms.gle/hSEJrh8sfUavz9rVA>. One form must be used for each training. If you have more than five trainings that you would like to publish in PDIS, contact DC CCC (OSSE.DCchildcareconnections@dc.gov) or (202) 678-0027) for an Excel template.

Figure 2 on the following page details the training submission process.

The following information is requested and must be submitted in the Google form/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; and
6. Units/clock hours to be earned
 - a. Each training must be a minimum of two hours. See the “Training Requirements” section on page 26.

Figure 2. Submission Process for Publishing a Training in PDIS



7. CKAs that the training covers
 - a. The maximum number of core knowledge areas 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 core knowledge areas and a whole-day, eight-hour training may not cover more than eight core knowledge areas. See the "Training Requirements" section on page 26.
8. 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)
9. Training description
10. Date of training
11. Time of training
12. Location of training
13. Cost of training
14. Language of training
15. Audience of training
 - a. Administrators
 - b. Assistant teachers
 - c. Center directors
 - d. Directors
 - e. Family child care home providers
 - f. Instructional coaches
 - g. Teachers
 - h. Trainers

16. Any additional information about the training

New trainings to PDIS

If the training is a new training that has not previously been offered through PDIS, the form must be submitted at least eight weeks prior to the scheduled training to allow sufficient time to move through the review process and then to be advertised in PDIS. The training submission will go through an initial review within DEL and then through review with OSSE's Communications Review Team (CRT). Prior to review, the description may be edited per OSSE's style guide and for readability. If the training is approved, the trainer will be notified and it will be entered into PDIS. If it is not approved, DEL will send the trainer DEL/CRT's feedback.

Trainings Previously Offered in PDIS

If the training has previously been offered through PDIS on another date, the form must be submitted at least four weeks prior to the scheduled training.

If there are any questions about this process, contact DC CCC (OSSE.DCchildcareconnections@dc.gov) or (202) 678-0027).

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 first business day of the next 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. 1, or the first business day following Jan. 1.

The purposes of the quarterly reports are:

1. To 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); and
2. To 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.

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 DC CCC 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). The form includes:

1. Dates of trainings;
2. Training titles/topics;
3. Number of participants;
4. Training content levels;
5. Core knowledge area(s)
6. Trainer(s); and
7. The individual/organization's trainer approval number.

The form must be completed and submitted online via the form found at <https://goo.gl/forms/0TpxDh2ilcP5nM8w2>. Soft-copy (i.e., via email, via flash drive, etc.) and hard-copy (i.e., printed out) applications 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 DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027).

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. 1 or first business day following Jan. 1
Second	Jan. 1 – March 31	April 1 or first business day following April 1
Third	April 1 – June 30	July 1 or first business day following July 1
Fourth	July 1 – Sept. 30	Oct. 1 or first business day following Oct. 1

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 36.

Renewal Application

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, 2020, and approved, the renewal application will be due on Jan. 31, 2023, to prevent a gap in approval status. See the “Application Timeline” on page 16.

Certified trainers who are eligible for renewal are those who:

1. Provide timely quarterly reports submitted the first business day following the end of each quarter (see bullet two under “Individual Certified Trainers” and “Organization Certified Trainers” in the “Requirements for Maintaining Trainer Status” section on page 35);
2. Participate in **one** train-the-trainer session in adult learning and/or ECE sponsored by DC CCC (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 to PDIS (trainers will also be able to note this on the renewal application); and
3. Accrue **six** PLUs or clock hours within any of the trainer’s approved core knowledge areas **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 to PDIS (if the trainer is certified to train in a specialized field, the six annual PLUs/clock hours submitted must be in that specialized field); and
4. 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 2); 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 the first business day following the end of each quarter (see bullet two under “Individual Certified Trainers” and “Organization Certified Trainers” in the “Requirements for Maintaining Trainer Status” section on page 35);
2. Have not participated in **one** train-the-trainer session in adult learning and/or ECE sponsored by DC CCC (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 to PDIS;
3. Have not accrued **six** PLUs or clock hours within any of the trainer’s approved core knowledge areas **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 to PDIS (if the trainer is certified to train in a specialized field, the six annual PLUs/clock hours submitted must be in that specialized field); and
4. 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 2); and/or
 - b. Any law, regulation or policy of OSSE or DC.

Individuals may file a complaint against a trainer for any reason by contacting DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027). Refer to the “Trainer Expectations” section on page 2.

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 36.

The renewal application is an online application that may be found through the TAP webpage on OSSE’s website: <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. Core knowledge area(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 core knowledge area(s) in which they are certified to train and the level at which they are certified to train);
5. A copy of each trainer’s completion certificate for all TAP information sessions attended;
6. A copy of each trainer’s completion certificates for all train-the-trainer sessions in adult learning and/or ECE taken within the three-year certification period;
7. A document to upload detailing each trainer’s PLUs or clock hours accrued within the three-year certification period (training certificates must be uploaded to the trainer’s PDIS account; if the trainer has been approved in a specialized field, the accrued PLUs/clock hours must be in that specialized field);
8. Each trainer’s demographics (e.g., gender, ethnic origin, languages spoken other than English) for informational purposes only; and
9. 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 DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027).

Requirements for Maintaining Trainer Status

Once approved, several requirements must be fulfilled in order to maintain your or your organization's status as a current TAP-certified trainer. Failure to fulfill these requirements may result in ineligibility to renew once the certification period expires.

Individual Certified Trainers

In order for certified individual 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 2);
2. Provide timely quarterly reports submitted the first business day following the end of each quarter (If a trainer fails to submit timely quarterly reports for two consecutive quarters, the trainer will be considered for certification termination. See the "Termination of Approved Trainer Certification" section on page 36.);
3. Participate in **one** train-the-trainer session in adult learning and/or ECE sponsored by DC CCC (which will include updates on OSSE initiatives, policies and expectations related to TAP) **within the three years** following certification or certification renewal; and
4. Accrue **six** PLUs or clock hours within any of the trainer's approved core knowledge areas **annually** for a total of 18 PLUs or clock hours for the three years following the date of certification or certification renewal (if the trainer is certified to train in a specialized field, the six annual PLUs/clock hours submitted must be in that specialized field).

Certificates for the trainings and PLUs/clock hours mentioned in bullets three and four above must be uploaded to the trainer's PDIS account to be verified by DC CCC.

Organization Certified Trainers

In order for certified organization trainers to maintain their trainer status:

1. Each of the organization's TAP-certified trainers must:
 - a. Be in good standing with OSSE per the trainer expectations outlined in this manual (see the "Trainer Expectations" section on page 2);
 - b. Participate in **one** train-the-trainer session in adult learning and/or ECE sponsored by DC CCC (which will include updates on OSSE initiatives, policies and expectations related to TAP) **within the three years** following certification or certification renewal; and
 - c. Accrue **six** PLUs or clock hours within any of the trainer's approved core knowledge areas **annually** for a total of 18 PLUs or clock hours for the three years following the date of certification or certification renewal (if the trainer is certified to train in a specialized field, the six annual PLUs/clock hours submitted must be in that specialized field).
2. The organization must:
 - a. Provide timely quarterly reports submitted the first business day following the end of each quarter. (If a trainer fails to submit timely quarterly reports for two consecutive quarters, the trainer will be considered for certification termination. See the "Termination of Approved Trainer Certification" section on page 36.)

Certificates for the trainings and PLUs/clock hours mentioned in bullets 1.b. and 1.c. above must be uploaded to the trainer's PDIS account to be verified by DC CCC.

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 2);
2. Provide timely quarterly reports (i.e., reports are submitted the first business day 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 36.); and
3. Send at least annual updates on their trainer lists (see the “Initial Approval/Renewal Application Amendment” form in Appendix C).

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. Poor or inappropriate language or behavior unrepresentative of OSSE, OSSE’s learning objectives 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 DC CCC 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 learning objectives 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) 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 appendix C).

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, if the complaint is not substantiated, may not resume these activities until receipt of official communication from DEL/the Office of the General Counsel stating such.
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 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 assistant superintendent or DEL assistant superintendent 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 assistant superintendent or DEL assistant superintendent 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 core knowledge area;
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 Appendix C) and submit to DC CCC at OSSE.DCchildcareconnections@dc.gov.

Adding 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 Appendix C)
 - 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 core knowledge area(s) and training content level being submitted for approval
 - i. Resume/curriculum vitae
 - ii. Transcripts
 - iii. Documentation for credits aligned to core knowledge areas (see “Sample Transcript and Credits Aligned to Core Knowledge Areas” in Appendix A for an example and the “Initial Eligibility Requirements” section on page 13 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 core knowledge area for which the organization/exempt trainer is not already approved as a whole will add that core knowledge area to the organization/exempt trainer’s certification. For organization trainers in this case, a sample training module for each new core knowledge area must also be submitted.

Adding a Core Knowledge Area

If a currently certified trainer would like to add an additional core knowledge area 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 Appendix C)
 - b. The appropriate documentation providing evidence to support their expertise in the core knowledge area(s) being added
 - i. Updated resume/curriculum vitae
 - ii. Transcripts

- iii. Documentation for credits aligned to core knowledge areas (see “Sample Transcript and Credits Aligned to Core Knowledge Areas” in Appendix A for an example and the “Initial Eligibility Requirements” section on page 13 for requirements)
 - iv. A sample training module for the core knowledge area being added (see bullet six under “Individual Applicants” on page 18)
- 2. Organization trainers
 - a. The “Initial Approval/Renewal Application Amendment” form (see Appendix C)
 - b. The appropriate documentation for each trainer providing evidence to support their expertise in the core knowledge area(s) being added
 - i. Updated resume/curriculum vitae
 - ii. Transcripts
 - iii. Documentation for credits aligned to core knowledge areas (see “Sample Transcript and Credits Aligned to Core Knowledge Areas” in Appendix A for an example and the “Initial Eligibility Requirements” section on page 13 for requirements)
 - iv. A sample training module for the core knowledge area being added (see bullet five under “Organization Applicants” on page 19)
- 3. Exempt trainers
 - a. A sample training module for the core knowledge area(s) being added (see bullet two under “Exempt Applicants” on page 19)

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 Appendix C)
- 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 instruction
 - i. A sample training module, including a PowerPoint file or similar (see “Definitions” under the “Initial Approval Application” section on page 17)
 - b. Web-based instruction
 - i. If instruction is delivered via modules, log-in credentials for DC CCC to access the website
 - ii. If instruction is delivered via webinar, information on how to access a currently available webinar
 - iii. For currently certified trainers already accredited through the IACET for their web-based instruction, DC CCC (at their discretion) may approve the applicant/trainer for web-based instruction without further review of their training content.
 - iv. If necessary, DC CCC 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.
 - c. DVD or CD instruction
 - i. A DVD or CD containing sample training modules for DC CCC to review
 - ii. If necessary, DC CCC may request further documentation from the applicant/trainer regarding approval to deliver instruction via DVD or CD.

- iii. Please note, first aid/CPR courses may not be offered wholly via DVD or CD 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 Appendix C)
 - 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 core knowledge areas (see "Sample Transcript and Credits Aligned to Core Knowledge Areas" in Appendix A for an example and the "Initial Eligibility Requirements" section on page 13 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 18)
2. Organization trainers
 - a. The "Initial Approval/Renewal Application Amendment" form (see Appendix C)
 - 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 core knowledge areas (see "Sample Transcript and Credits Aligned to Core Knowledge Areas" in Appendix A for an example and the "Initial Eligibility Requirements" section on page 13 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 19)
3. Exempt trainers
 - a. The "Initial Approval/Renewal Application Amendment" form (see Appendix C)
 - b. A sample training module for a training at the increased content level being requested (see bullet two under "Exempt Applicants" on page 19)

If there are any questions about this process, contact DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027).

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 continuing education and/or PD activities.¹⁸ 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 DC CCC, OSSE's designee. (See the "Initial Approval Application Process" section on page 22.)

How do I market my services to programs in DC?

A current list of TAP-certified trainers may be found on PDIS at <https://dcpdis.org/content/osse-certified-training> and through the OSSE website at <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 Appendix B ("Training Planning Guide"). To add trainings to PDIS prior to the training dates, see the "Publishing a Training in PDIS" section on page 28. **Approval as a trainer through the TAP application process does not guarantee employment as a trainer.** (See the "Marketing Your Services" section on page 25.)

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

Once approved, DC CCC 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. OSSE Licensing and Compliance 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 23.)

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: <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. DC CCC will schedule a **mandatory** information session in early to mid-December to be announced on OSSE's [PDIS](#). 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 DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027) 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.

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

What ongoing support and monitoring does DC CCC provide to TAP-certified trainers?

DC CCC 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 PDIS?

It is mandatory for all TAP-certified trainers to have an account in [PDIS](#). When approved as a trainer, OSSE will create a PDIS account and the trainer will receive notification from OSSE or DC CCC of their registration. Additionally, PDIS is the only system for DC's ECE workforce to register for in-person PD offerings.

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 7 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 core knowledge areas. 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 page 6 of the "Approval Categories" section for an explanation of the exempt trainer categories), then the organization may contact DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027) 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 DC CCC 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 page 6 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 lists of trainers on the "OSSE Certified Trainers" page found at <https://dcpdis.org/content/osse-certified-training>). 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 page 6 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. DC CCC will schedule an information session in early December to be announced in the course catalog found on OSSE’s [PDIS](#). Attendance at the information session is mandatory for those who intend to apply in order to learn about the application process. Contact DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027) 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 Appendix B.

Appendix A: Resources for Completing the Initial Approval Application

Initial Approval Application Checklist

The following checklist of information and documentation is necessary to complete the initial approval application. Before filling out the application, check to make sure you have all required information and documentation readily available. This applies to all applicants (individual, organization and exempt) submitting an initial approval application.

✓	ITEM	Individual	Organization	Exempt
Information				
	Business license or tax identification number	If applicable	Required	
	Trainer demographics (for informational purposes only)	Optional		N/A
	List of trainers being included in application	N/A	Required	
	Documentation for credits aligned to core knowledge area(s) for each trainer (one course may be used to support no more than three core knowledge areas; see page 13 for more information as well as “Sample Transcript and Credits Aligned to Core Knowledge Areas” in Appendix A)	Required (except for those applying for a specialized field)		Required for group one only (except for those applying for a specialized field)
	Prior training experiences with adult learners for each trainer (see page 14)	Required		N/A
	Work experiences in an early childhood setting (see page 13)	Required (except for those applying for a specialized field)		N/A
	Two professional references (see pages 18 and 19)	Required		N/A
	Information on how to access sample web-based training	Required only if submitting for approval for web-based instruction		
	DVD or CD with sample training modules to be used for instruction	Required only if submitting for approval for DVD or CD instruction		
Documentation				
	Proof of accreditation	N/A		Required only if a PD organization accredited by a PD accreditation organization

✓	ITEM	Individual	Organization	Exempt
	Organization’s policies and procedures for hiring trainers that demonstrates alignment with the trainer approval requirements	N/A	Required	N/A
	Organization’s trainer application form – completed copy from a current trainer’s file (including resume/curriculum vitae and transcript(s))	N/A	Required	N/A
	Current resume/curriculum vitae for each trainer	Required		
	College transcript(s) for each trainer (or foreign credential evaluation(s), if applicable; see page 13 for more information)	Required (except for those applying for a specialized field)		
	Pertinent certifications/licenses for each trainer	Required only if applying for a specialized field		Required for group one only (if applying for a specialized field)
	Sample training module – completed template (one per core knowledge area; see pages 17-18 as well as “Sample Training Module – Example” in Appendix A) <ul style="list-style-type: none">• For intermediate-level trainings, must include: 1) pre-/post-test (see “Sample Training Module – Guidelines for Completion” in Appendix A)• For advanced-level trainings, must include: 1) pre-/post-test and 2) action plan with follow-up activity (see “Sample Training Module – Guidelines for Completion” in Appendix A)	Required only if submitting for approval for in-person instruction (except for those applying to be a first aid/CPR trainer)		
	Sample training module – PowerPoint file (one per core knowledge area; see pages 17-18)	Required only if submitting for approval for in-person instruction (except for those applying to be a first aid/CPR trainer)		
	CDA proposed training curriculum (see “Child Development Associate (CDA) Proposed Training Curriculum” in Appendix A).	N/A	Required only if submitting for approval as a CDA trainer	

Renewal Application Checklist

The following checklist of information and documentation is necessary to complete the renewal application. Before filling out the application, check to make sure you have all required information and documentation readily available. This applies to both individual and organization applicants submitting a renewal application.

✓	ITEM	Individual	Organization
	Business License or Tax Identification Number	Required	
	Current list of the core knowledge area(s) in which the individual/organization is certified to train	Required	
	Current list of trainers eligible to conduct trainings in DC (including the core knowledge area(s) in which they are certified to train and the level at which they are certified to train)	N/A	Required
	Copy of each trainer’s completion certificates for all train-the-trainer sessions taken within the three-year certification period	Required	
	List of each trainer’s PLUs or clock hours within the three-year certification period	Required	
	Trainer demographics (for informational purposes only)	Optional	
	Two professional references (see pages 18 and 19)	Required	
If applying for additional core knowledge areas			
	Updated resume/curriculum vitae for each trainer adding additional core knowledge areas for approval	Required	
	Transcripts for each trainer adding additional core knowledge areas for approval	Required	
	Documentation for credits aligned to each core knowledge area(s) being added for each relevant trainer (one course may be used to support no more than three core knowledge areas; see page 13 for more information as well as “Sample Transcript and Credits Aligned to Core Knowledge Areas” in Appendix A)	Required	
	Any other relevant credentials supporting the trainer’s expertise in the core knowledge area	Optional	
	A sample training module for each additional core knowledge area being added	Required	

Application Review Checklist

The following checklist or something similar will be used by DC CCC to review the initial approval and renewal applications. This is being provided for informational purposes only. Completed checklists are internal documents and may not be shared with the applicant.

Applicant Name:			
Applicant Type:	<input type="checkbox"/> Individual	<input type="checkbox"/> Organization	<input type="checkbox"/> Exempt
Date Application Received:			
First-Level Staff Review Completed By:			
All required information/ documents submitted?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	If no, item(s) missing:		
Second-Level Staff Review Completed By:			
Minimum eligibility requirements met?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
References checked?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	Notes:		
Third-Level Staff Review Completed By:			
Sample Training Module Score:			
Approval Status:	<input type="checkbox"/> Approved <input type="checkbox"/> Denied		
	Rationale:		
	Additional notes:		
Approved By:			

Application Completion Checklist			
Business license or tax identification number?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
List of trainers (organization/exempt only)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Documentation for credits aligned to core knowledge area(s) for each trainer?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Application Completion Checklist			
Pertinent certifications/licenses for each trainer (specialized field only)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Prior training experiences with adult learners for each trainer (individual/organization only)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Work experiences in an early childhood setting for each trainer (individual/organization only)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Two professional references (individual/organization only)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Proof of accreditation (PD organization accredited by a PD accreditation organization only)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Policies and procedures for hiring trainers (organization only)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Completed trainer application form (organization only)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Current resume/curriculum vitae for each trainer?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
College transcript(s) for each trainer (or foreign credential evaluation(s), if applicable)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Sample training module – completed template/web-based training access information/DVD/CD?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Sample training module – PowerPoint file?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Child Development Associate (CDA) proposed training curriculum (CDA trainers only)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Core Knowledge Area(s) in which Applicant is Seeking Approval:	
<input type="checkbox"/> 1 - Child Growth and Development <input type="checkbox"/> 2 - Observing, Documenting and Assessing to Support Young Children and Families <input type="checkbox"/> 3 - Health, Safety and Nutrition <input type="checkbox"/> 4 - Curriculum <input type="checkbox"/> 5 - Inclusive Practices <input type="checkbox"/> 6 - Learning Environments <input type="checkbox"/> 7 - Building Family and Community Relationship	<input type="checkbox"/> 8 - Diversity: Family, Language, Culture and Society <input type="checkbox"/> 9 - Program Management, Operation and Evaluation <input type="checkbox"/> 10 - Professionalism and Advocacy <input type="checkbox"/> 11 - Social-Emotional Development and Mental Health
Specialized Field (if applicable):	
Training Content Level:	<input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced
Training Delivery Method:	<input type="checkbox"/> In-person <input type="checkbox"/> Web-based <input type="checkbox"/> DVD/CD

Higher education requirement:	Applicant has a/an:	
	<input type="checkbox"/> Associate degree in _____ <input type="checkbox"/> US degree <input type="checkbox"/> Non-US degree <input type="checkbox"/> Bachelor's degree in _____ <input type="checkbox"/> US degree <input type="checkbox"/> Non-US degree <input type="checkbox"/> Master's degree in _____ <input type="checkbox"/> US degree <input type="checkbox"/> Non-US degree <input type="checkbox"/> Ph.D./Ed.D. degree in _____ <input type="checkbox"/> US degree <input type="checkbox"/> Non-US degree	
	If any degree is a non-US degree, are foreign credential evaluations included?	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Credits in Core Knowledge Area Requirement:		
Core Knowledge Area	Total Number of College Credits	Credits Listed in Transcript
1 - Child Growth and Development		<input type="checkbox"/> Yes <input type="checkbox"/> No
2 - Observing, Documenting and Assessing to Support Young Children and Families		<input type="checkbox"/> Yes <input type="checkbox"/> No
3 - Health, Safety and Nutrition		<input type="checkbox"/> Yes <input type="checkbox"/> No
4 - Curriculum		<input type="checkbox"/> Yes <input type="checkbox"/> No
5 - Inclusive Practices		<input type="checkbox"/> Yes <input type="checkbox"/> No
6 - Learning Environments		<input type="checkbox"/> Yes <input type="checkbox"/> No
7 - Building Family and Community Relationship		<input type="checkbox"/> Yes <input type="checkbox"/> No
8 - Diversity: Family, Language, Culture and Society		<input type="checkbox"/> Yes <input type="checkbox"/> No
9 - Program Management, Operation and Evaluation		<input type="checkbox"/> Yes <input type="checkbox"/> No
10 - Professionalism and Advocacy		<input type="checkbox"/> Yes <input type="checkbox"/> No
11 - Social-Emotional Development and Mental Health		<input type="checkbox"/> Yes <input type="checkbox"/> No

College Credit Alignment with Core Knowledge Areas	
Core Knowledge Area:	
<input type="checkbox"/> 1 - Child Growth and Development <input type="checkbox"/> 2 - Observing, Documenting and Assessing to Support Young Children and Families <input type="checkbox"/> 3 - Health, Safety and Nutrition <input type="checkbox"/> 4 - Curriculum	<input type="checkbox"/> 8 - Diversity: Family, Language, Culture and Society <input type="checkbox"/> 9 - Program Management, Operation and Evaluation <input type="checkbox"/> 10 - Professionalism and Advocacy

<input type="checkbox"/> 5 - Inclusive Practices	<input type="checkbox"/> 11 - Social-Emotional Development and Mental Health
<input type="checkbox"/> 6 - Learning Environments	
<input type="checkbox"/> 7 - Building Family and Community Relationship	
Training Content Level:	
<input type="checkbox"/> Basic - 9 credits per core knowledge area are required <input type="checkbox"/> Intermediate - 12 credits per core knowledge area are required <input type="checkbox"/> Advanced - 15 credits per core knowledge area are required	
Course Title	Number of Credits
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Copy the above table for as many additional core knowledge areas that the applicant is applying for.

Pertinent Certifications/Licenses (specialized field only)	
Minimum Prior Training Experience with Adult Learners	
Core Knowledge Area	Total Hours of Training Conducted
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 Relationship	

8 - Diversity: Family, Language, Culture and Society		
9 - Program Management, Operation and Evaluation		
10 - Professionalism and Advocacy		
11 - Social-Emotional Development and Mental Health		
Specialized Field:		
Total Hours of Training Conducted		
Field Experience:	<input type="checkbox"/> Early Childhood <input type="checkbox"/> 3-5 years <input type="checkbox"/> 5-10 years <input type="checkbox"/> 10+ years <input type="checkbox"/> Specialized Field <input type="checkbox"/> 3-5 years <input type="checkbox"/> 5-10 years <input type="checkbox"/> 10+ years	
Sample Training Module		
Core Knowledge Area:		
<input type="checkbox"/> 1 - Child Growth and Development <input type="checkbox"/> 2 - Observing, Documenting and Assessing to Support Young Children and Families <input type="checkbox"/> 3 - Health, Safety and Nutrition <input type="checkbox"/> 4 - Curriculum <input type="checkbox"/> 5 - Inclusive Practices <input type="checkbox"/> 6 - Learning Environments <input type="checkbox"/> 7 - Building Family and Community Relationship	<input type="checkbox"/> 8 - Diversity: Family, Language, Culture and Society <input type="checkbox"/> 9 - Program Management, Operation and Evaluation <input type="checkbox"/> 10 - Professionalism and Advocacy <input type="checkbox"/> 11 - Social-Emotional Development and Mental Health	
Scoring:		
Criteria		Points Awarded
1. Uses quality writing		/5
2. Specifies measurable learning outcomes		/5
3. References/resources cites		/5
4. Pace of training allots adequate time for events/activities		/5
5. Methods of delivery		/5
6. Training description		/5
7. Alignment between learning opportunities and targeted core knowledge area		/5
8. Alignment between learning opportunities and targeted training level		/5
Total (30 points required for approval)		/40

Sample Transcript and Credits Aligned to Core Knowledge Areas

Sample Transcript



Dept.	Course No.	Title	Units Attempted	Units Earned	GRADE	GRADE POINTS
*** ACADEMIC TRANSCRIPT ***						
FALL 2003						
EDU	525	Foundations of Curriculum and Instruction	3.0	3.0	A	12.0
EDU	542	Class Iss in Language Literacy and Culture	3.0	3.0	A-	11.1
PSY	560	Child and Adolescent Development	3.0	3.0	A	12.0
EDU	575	Curriculum Constructs: Reading & Lang Arts	3.0	3.0	B+	9.9
SEMESTER TOTALS			12.0	12.0	3.75	45.0
SPRING 2004						
EDU	576	Curriculum Constructs: History/Social Sci	3.0	3.0	A	12.0
EDU	577	Curriculum Constructs: Science and Math	3.0	3.0	B+	9.9
EDU	578	Curriculum Constructs: Creative Arts	3.0	3.0	A	12.0
EDU	590	Integrating Educational Technology	3.0	3.0	A-	11.1
SEMESTER TOTALS			12.0	12.0	3.75	45.0
CUMULATIVE TOTALS			24.0	24.0	3.75	90.0
FALL 2004						
EDU	601	Critical Policy Issues in Education	3.0	3.0	A	12.0
EDU	609	Counseling for Educators	3.0	3.0	A-	11.1
EDU	630	Gender, Identity and Schooling	3.0	3.0	A-	11.1
EDU	644	Evaluation and Assessment of Curriculum	3.0	3.0	A	12.0
SEMESTER TOTALS			12.0	12.0	3.85	46.2
SPRING 2005						
EDU	650	Maintaining an Effective Learning Climate	3.0	3.0	A	12.0
EDU	659	Multicultural Education for the Young Child	3.0	3.0	A	12.0
EDU	679	Standards-Based Curriculum and Instruction	3.0	3.0	B+	9.9
EDU	696	Field Study in Teaching Edu Programs	4.0	4.0	A-	14.8
SEMESTER TOTALS			13.0	13.0	3.75	48.7
CUMULATIVE TOTALS			49.0	49.0	3.77	184.9
*** END TRANSCRIPT***						
MASTER OF ARTS IN EDUCATION						
CURRICULUM & INSTRUCTION K-8						

Sample Credits Aligned to Core Knowledge Areas

Core Knowledge Area	Curriculum		
Full Title of Course	Foundations of Curriculum and Instruction	Year Completed	2003
Full Name of College	Emory University		
Location – City & State	Atlanta, GA	Outside of USA?	No
Credit Level	<input type="checkbox"/> Undergraduate Level <input checked="" type="checkbox"/> Graduate Level	Number of Credits	3.0
Justification Why is course aligned with this core knowledge area?	Introduces curriculum design, theory and action research to assist with knowledge, skills and dispositions in support of reflective practitioners. Foundations, history and research methods of action research applied to educational settings, including action inquiry as a curriculum development tool. Overview of models of curriculum theory and concrete applications of curriculum development and action inquiry.		

Core Knowledge Area	Curriculum		
Full Title of Course	Evaluation and Assessment of Curriculum	Year Completed	2004
Full Name of College	Emory University		
Location – City & State	Atlanta, GA	Outside of USA?	No
Credit Level	<input type="checkbox"/> Undergraduate Level <input checked="" type="checkbox"/> Graduate Level	Number of Credits	3.0
Justification Why is course aligned with this core knowledge area?	This course is designed to provide students with the evaluation techniques necessary to analyze curriculum, educational resources and instructional strategies. Students apply procedures for evaluating and recommending strategies for improving the quality and effectiveness of curriculum and assessment as they relate to instruction.		

Core Knowledge Area	Curriculum		
Full Title of Course	Standards-Based Curriculum and Instruction	Year Completed	2005

Full Name of College	Emory University		
Location – City & State	Atlanta, GA	Outside of USA?	No
Credit Level	<input type="checkbox"/> Undergraduate Level <input checked="" type="checkbox"/> Graduate Level	Number of Credits	3.0
Justification Why is course aligned with this core knowledge area?	<p>This course examines essential components of a cohesive curriculum based on such influences as national and state standards established to guide local curricular planning and development to meet the changing needs of students and other stakeholders in a diverse community. Processes for development of curricula at classroom, building and district levels, regardless of grade, academic discipline or kind of student, are considered in preparation for hands-on experience in creating curriculum in the student's primary discipline. Integrating differentiated instruction through various curriculum designs allows the educator to develop necessary skills, as an instructional leader, to facilitate his or her faculty's creation of successful curriculum documents.</p>		

Sample Training Module – Guidelines for Completion

The following are guidelines to support applicants' completion of the sample training module. Modules must be complete and include sufficient detail for reviewers to assess the training content, sequence and delivery.

1. **Title of Training** – Provide the title of the training. The title should clearly reflect the training content level and core knowledge area.
2. **Length of Training** – Indicate the length of the training by specifying the number of *clock hours* for the entire training based on the minimum of two PLUs.
3. **Core Knowledge Area** – Indicate which core knowledge area the training addresses. (See the “Core Knowledge Areas” section on page 7).
4. **Level** – This is the training content level the audience is seeking. (See the “Training Content Levels” section on page 10).
5. **Target Audience** – This is the audience towards which the training content is aimed.
6. **Brief Description of Training** – Provide a brief overview of the training and the benefits for participants.
7. **Three Major Training Outcomes** – List three major training outcomes or objectives that are specific, attainable and measurable. Outcomes highlight what participants should know and be able to do as a result of the training experience. These major training outcomes should be aligned with the training topic, content level and core knowledge area.
8. **Training Sequence and Pace** – Using the chart provided, briefly describe the activities/learning opportunities that you will facilitate during the training to ensure the three major outcomes are met.
9. **Methods of Delivery** – Describe the opportunities you will provide during the training to help auditory, kinesthetic and visual learners understand the content.
10. **References/Resources** – Using the chart provided, identify the scholarly references and resources used to support the training content. A minimum of three reputable sources published within the past 10 years must be referenced. Sources can include journals, books, early childhood magazines, position statements, etc.
11. **Intermediate- and Advanced-Level Training** – If the training level is intermediate or advanced, include a pre-test and a post-test. These assessments measure the effectiveness of the training. The tests must also reflect the depth of training content and the training outcomes.
12. **Advanced Level Training** – If the training level is advanced, include an action plan or follow-up activity that will help the participants implement the concepts learned.

Sample Training Module or Web-Based/DVD/CD Training – Scoring Rubric

Submitted sample training modules and web-based/DVD/CD trainings will be evaluated using the following rubric. If applying to deliver trainings in person, applicants must receive a final score of 30 points or higher in order to move on to the next stage of the initial approval application process (sample training module presentation). If applying to deliver trainings via the web, DVD or CD, applicants must receive a final score of 30 points or higher to be approved.

Training Module Evaluation Rubric					
Criteria	2 points	3 points	4 points	5 points	Score
1. Uses quality writing	The training module is poorly written and has several errors in grammar usage, mechanics or spelling (more than five).	The training module has three to five errors in grammar usage, mechanics or spelling.	The training module is satisfactory in that it only has one to two errors in grammar usage, mechanics or spelling.	The training module is very clearly written with no errors in grammar usage, mechanics or spelling.	
2. Specifies measureable learning outcomes	None of the learning outcomes are written in measureable terms.	At least one of the learning outcomes is written in measureable terms.	At least two of the learning outcomes are written in measurable terms.	All of the learning outcomes are written in measureable terms.	
3. References/ resources cited are reputable, published within the last 10 years and appropriate for use as a foundation of training content	None of the sources cited are reputable, published within the last 10 years or appropriate for training content.	One of the sources cited is reputable, published within the last 10 years and appropriate for training content.	Two of the sources cited are reputable, published within the last 10 years and appropriate for training content.	All of the sources cited are reputable, published within the last 10 years and appropriate for training content.	
4. Pace of the training allots adequate time for events/ activities	Pacing allotted for the delivery of training is inadequate.	Pacing allotted for the delivery of training is poorly articulated.	Pacing allotted for the delivery of training is adequately articulated.	Pacing allotted for the delivery of training is fully articulated.	

Training Module Evaluation Rubric					
Criteria	2 points	3 points	4 points	5 points	Score
5. Methods of delivery	Methods used do not support a variety of learning styles.	Methods used poorly support a variety of learning styles.	Methods used adequately support a variety of learning styles.	Methods used fully support a variety of learning styles.	
6. Training description	The content, rationale and benefits to the participants are not described.	The content, rationale and benefits to the participants are poorly described.	The content, rationale and benefits to the participants are adequately described.	The content, rationale and benefits to the participants are fully described.	
7. Alignment between learning opportunities and targeted core knowledge area	Learning opportunities are not aligned with the targeted core knowledge area.	Learning opportunities are poorly aligned with the targeted core knowledge area.	Learning opportunities are adequately aligned with the targeted core knowledge area.	Learning opportunities are fully aligned with the targeted core knowledge area.	
8. Alignment between learning opportunities and targeted training level	Learning opportunities are not aligned with the targeted training level.	Learning opportunities are poorly aligned with the targeted training level.	Learning opportunities are adequately aligned with the targeted training level.	Learning opportunities are fully aligned with the targeted training level.	
Final Score for Sample Training Module					/40

Sample Training Module – Example

NOTE: This is not intended to serve as a model. This is only to provide additional guidance.

Title of Training: Positive Guidance: Promoting Social-Emotional Competence

Length of Training: 4 hours

Core Knowledge Area:

- ☐ Child Growth and Development
- ☐ Building Family and Community Relationship
- ☐ Observing, Documenting and Assessing to Support Young Children and Families
- ☐ Health, Safety and Nutrition
- ☐ Diversity: Family, Language, Culture and Society
- ☐ Curriculum
- ☐ Program Management, Operation and Evaluation
- ☐ Inclusive Practices
- ☐ Professionalism and Advocacy
- ☒ Social-Emotional Development and Mental Health
- ☐ Learning Environments

Level: ☐ Basic ☒ Intermediate ☐ Advanced

Target Audience Check all that apply.

- ☒ Before-/after-school age program staff
- ☒ Staff working with ages zero to two
- ☒ Staff working with ages two to four
- ☒ Staff working with ages four to six
- ☒ Staff working with kindergarten to third graders
- ☐ Early intervention/special education staff
- ☐ Program administrators
- ☐ Other (please specify):

Brief Description of Training: This training will review the importance of promoting social and emotional skills in the early childhood classroom. The training will also explore a variety of guidance techniques and describe characteristics of positive interactions and supportive relationships. Participants will apply skills, strategies and techniques to implement practices that will promote social-emotional development.

Three Major Training Outcomes

At the end of this training, the learner will be able to:
1. Describe the importance of building relationships with children, families and colleagues and list characteristics of positive interactions and supportive relationships.

- | |
|--|
| 2. Describe the relationship between children’s social-emotional development and their challenging behavior. |
| 3. Apply a variety of guidance techniques that support social-emotional development. |

Training Sequence and Pace

(Must align with training outcomes, depth to content, adult learning principles and core knowledge area(s).)

Activity/Learning Opportunities	Length of Activity	Goal of This Activity
Building Relationships: Self-Reflection	15 minutes	This activity will prompt participants to consider their current relationships, identify the characteristics of building strong relationships and transfer those characteristics to building relationships with children, families and colleagues.
Small Group Activity	25 minutes	This activity will allow participants to collaboratively develop and share suggested strategies for building relationships with children, families and colleagues.
PowerPoint Presentation: Building Connections with Children and Creating Supportive Environments	20 minutes	This activity will allow participants to learn why it is important to build relationships, to identify specific strategies to build supportive relationships with children and to create environments that support children’s social-emotional development (e.g., schedule, routines, transitions, expectations).
Group Discussion: Positive Interactions and Communication	15 minutes	This activity will allow participants to discuss the importance of both verbal and non-verbal communication techniques.
Small Group Activity: Communication – Children Communicate in Many Ways	30 minutes	This activity will allow participants to discuss and share the ways in which children communicate and examine which of those communication methods makes them uncomfortable (e.g., tantrums, biting and aggressive behavior).
Group Discussion: Positive Interactions and Communication	20 minutes	This activity will allow participants to discuss the importance of both verbal and non-verbal communication techniques when dealing with children’s behaviors that make them uncomfortable.
Self-Reflection: Challenging Behaviors – Examining Our Attitude	15 minutes	This will allow participants to further identify the behaviors that make them uncomfortable, their feelings when faced with those behaviors and the impact that those feelings have on the relationship with children who exhibit those behaviors.

Activity/Learning Opportunities	Length of Activity	Goal of This Activity
Role Play: Dealing with Challenging Behaviors	25 minutes	Participants will observe appropriate and inappropriate methods for dealing with challenging behaviors and through follow-up discussion learn a variety of guidance techniques based on developmental needs and abilities.
PowerPoint Presentation: What is Social-Emotional Development?	15 minutes	This activity will allow participants to learn about social-emotional development and identify the key social-emotional skills children need as they enter school and how we can develop those skills in the early childhood program.
Skills Practice: Reframing Activity	20 minutes	This activity will teach participants how to manage the stress of challenging behavior through thought control. Participants will learn how to reframe their thinking about challenging behaviors. Participants will understand the meaning behind children's challenging behaviors (all behavior communicates a message).
DVD: Video Clips (view three clips approximately four minutes each)	20 minutes	This activity will allow participants to learn the importance of considering special needs when addressing challenging behaviors (children and families).
Group Discussion: Considering Children with Special Developmental Needs and Abilities	20 minutes	This activity will allow participants to further their understanding of special developmental needs and abilities when addressing challenging behaviors and to learn specific strategies for children who require additional support.

**Break times are not included.*

Methods of Delivery

How will training engage auditory learners?

Auditory learners will be engaged by the many opportunities to participate in group discussions, small group activities and interactive story telling. Information will be explained orally to allow auditory learner to process the strategies given.

How will training engage kinesthetic learners?

This workshop will engage kinesthetic learners by allowing them opportunities to use their bodies and minds to process information through activities such as role play, skills practice and other activities that require a hands-on approach.

How will training engage visual learners?

This training will include a multi-media presentation using PowerPoint. Participants will be able to view written information that is enhanced by visual prompts including charts, graphs and video clips. The written information provided will be designed to emphasize important concepts and strategies.

References/Resources

What scholarly resources are used to support the training content? A minimum of three from the past 10 years are required.

Title	Source		Author	Date
	Name of Source	Type of Source		
Developmentally Appropriate Practice in Early Childhood Programs (3 rd Edition)	Developmentally Appropriate Practice in Early Childhood Programs (3 rd Edition)	Book	S. Bredekamp and C. Copple	2009
Starting early: School-wide behavior support in a community preschool	Journal of Positive Behavior Interventions	Journal	L. Fox and N. Little	2011
Early intervention, positive behavior support and transition to school	Journal of Emotional and Behavioral Disorders	Journal	L. Fox, G. Dunlap, and L. Cushing	2012
The teaching pyramid: A model for supporting social competence and preventing challenging behavior in young children	Young Children	Journal	L. Fox, G. Dunlap, M. L. Hemmeter, G. E. Joseph, and P. S. Strain	2013

NOTE: If this is an *intermediate-* or *advanced-level training*, please include a pre-test and post-test. If this is an *advanced-level training*, please include a pre-test, a post-test and an action plan with a follow-up activity. See “Sample Training Module – Guidelines for Completion” in Appendix A of the *TAP Manual (June 2020)*.

Pre-Test and Post-Test

Positive Guidance: Promoting Social-Emotional Competence

Directions: Please answer the questions and/or respond to the statements below

1. What is social-emotional development?
2. Why is building positive relationships with children important?
3. List characteristics of positive interactions and supportive relationships.
4. Name at least three positive guidance strategies.
5. You are a teacher in a pre-K classroom. Describe some of the social-emotional skills children will need as they prepare to transition to kindergarten.
6. Describe some messages that might be conveyed through children’s challenging behaviors.

Sample Training Module – Action Plan – Example

NOTE: Required for advanced-level training only. This is not intended to serve as a model. This is only to provide additional guidance.

Action Plan for Promoting Social-Emotional Competence¹⁹

Date 1 Completed: _____ Date 2 Completed: _____

Building Positive Relationships		
Skills and Indicators	Strategies I Will Use to Implement New Practices or Support Current Practices	Supports and Resources Needed to Accomplish These Activities
Develops meaningful relationships with children and families <ul style="list-style-type: none"> • Greets children on arrival; calls by name • Communicates with children at eye level • Shows respect, consideration and warmth to all children • Speaks calmly to children 		
Examines personal, family and cultural views of challenging behavior <ul style="list-style-type: none"> • Considers personal beliefs regarding the acceptability and unacceptability of specific types of challenging behaviors • Considers personal beliefs regarding the causes of specific types of unacceptable child behaviors 		
Examines own attitudes toward challenging behavior <ul style="list-style-type: none"> • Understands the relationship between social-emotional development and challenging behaviors • Understand that challenging behaviors are conveying some type of message • Works together with a team to problem solve around issues related to challenging behaviors 		

¹⁹ Reference: Supporting Inclusive Early Learning: Working Together for Inclusion & Belonging. (n.d.). Visual Inventory of Practice for Promoting Children’s Social-Emotional Competence. Retrieved from <https://cainclusion.org/teachingpyramid/inventory-of-practice/>

Designing Supportive Environments		
Skills and Indicators	Strategies I Will Use to Implement New Practices or Support Current Practices	Supports and Resources Needed to Accomplish These Activities
Designs the physical environment <ul style="list-style-type: none"> • Arranges traffic patterns in the classroom so that there are not wide open spaces for running • Arranges learning centers to allow room for multiple children • Considers children's interests when deciding what to put in learning centers 		
Develops schedules and routines <ul style="list-style-type: none"> • Designs schedule to include a balance of large group and small group activities • Schedule minimizes the amount of time children spend making transitions between activities. • Implements schedule consistently 		
Establishes and enforces clear rules, limits and consequences for behaviors <ul style="list-style-type: none"> • Teaches rules in developmentally appropriate ways • Keeps rules to a manageable number (3-5) • Provides opportunities for children to practice rules • Frequently reinforces children for appropriate behaviors 		
Uses positive feedback and encouragement <ul style="list-style-type: none"> • Uses positive feedback and encouragement contingent on appropriate behavior • Gives children time and attention when engaging in appropriate behavior • Provides descriptive feedback and encouragement • Uses positive feedback and encouragement contingent on child's efforts • Provides nonverbal cues of appreciation 		

Social-Emotional Teaching Strategies		
Skills and Indicators	Strategies I Will Use to Implement New Practices or Support Current Practices	Supports and Resources Needed to Accomplish These Activities
Interacts with children to develop their self-esteem <ul style="list-style-type: none"> • Demonstrates active listening with children • Avoids judgmental statements • Recognizes children efforts • Shows empathy and acceptance of children's feelings 		
Shows sensitivity to individual children's needs <ul style="list-style-type: none"> • Respects and accommodates individual needs, personalities and characteristics • Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning and material selection 		
Encourages autonomy <ul style="list-style-type: none"> • Provides children with opportunities to make choices • Allows children time to respond and/or complete task independently before offering assistance • Creates opportunities for decision making, problem solving and working together • Teaches strategies for self-regulating behaviors 		

Sample Training Module Presentation – Overview

Once the initial approval application is approved, applicants who have applied to deliver in-person trainings will be asked to prepare a one-hour sample training module presentation, which is a sample presentation of a submitted sample training module. Applicants who have submitted more than one module need only to present one of the modules. The panel of four to six professional reviewers will evaluate the sample training module presentation utilizing the “Sample Training Module Presentation – Scoring Rubric” in Appendix A.

Applicants are required to bring all needed training materials for approximately six reviewers, necessary audiovisual equipment, any visual aids and handouts.

Sample Training Module Presentation – Scoring Rubric

DC CCC will use this rubric²⁰ to score sample presentations. Minimum scores are required in each section in order to pass this step of the approval process and to become an approved trainer. Note that there are descriptions under most items that are meant to help TAP applicants better understand the scored item.

The scoring rubric is divided into four sections:

1. **Content.** This section measures whether the applicant provides adequate learning objectives and shows an understanding of the training material.
2. **Plan and Method for Instruction.** This section measures whether a trainer applicant shows an ability to set learning objectives and ensure that these objectives are met through an engaging training plan. It also measures whether a trainer applicant includes appropriate content and supporting material for the training audience.
3. **Organization.** This section measures whether the training is organized and flows logically.
4. **Professionalism and Ethics.** This section measures whether the applicant is prepared to provide the community with a professional training opportunity that respects various cultures, upholds a responsibility to the profession and adheres to professional practices.

Applicants receive a total score in each category and must meet the predetermined benchmark for **each individual category** in order to be approved. The benchmarks are as follows:

Content	Plan and Methods for Instruction	Organization	Professionalism and Ethics
36/40	60/65	12/15	12/15

²⁰ The scoring rubric was created with guidance from other state models and adapted to align with OSSE's TAP. Additional content was adapted from: Wiggins, G., & McTighe, J. *The Understanding by Design Guide to Creating High-Quality Units*. ASCD, 2011.

CONTENT The extent to which the trainer applicant shows an understanding of the training material	Not at all	Seldom	Somewhat	Mostly	Completely	Score	COMMENTS
Training title and description							
1. Matches training title and description to the content	1	2	3	4	5		
Develops measurable objectives and aligned activities directly linked to program and participant needs							
2. Connects the stated learning objectives to the actual content of the training	1	2	3	4	5		
3. Describes the desired performance or behavior							
4. Sets a measureable standard or criterion for performance							
5. States objectives that are both specific and achievable							
Addresses early learning standards							
6. Aligns learning objectives with OSSE Licensing Regulations, OSSE DEL Core Knowledge Areas, District of Columbia Early Learning Standards and/or NAEYC standards	1	2	3	4	5		
Matches content and activities with targeted participant group							
7. Designs the curriculum to address learning objectives and participant context	1	2	3	4	5		
Matches content and activities with indicated core knowledge area(s)							
8. Clearly matches content and activities to designated core knowledge area(s)	1	2	3	4	5		
Reflects current research and best practice in content							
9. Ensures that content clearly reflects current research and best practice	1	2	3	4	5		
Reflects cultural awareness and learner diversity in content							
10. Ensures that content clearly reflects cultural relevance and/or diverse learners	1	2	3	4	5		
Adjusts scope of content to delivery time to design a realistic learning agenda							
11. Allots sufficient time to explore content area(s)	1	2	3	4	5		
12. Builds in time within the training for exploration of training content							
13. Allows learners the opportunity to think about concepts again after exploration (e.g., group discussion, reflection time)							
TOTAL CONTENT SCORE						/36	
Additional Notes:							

PLAN AND METHODS FOR INSTRUCTION The extent to which the trainer applicant shows an ability to set learning objectives and ensure that these objectives are met through an engaging training plan	Not at all	Seldom	Somewhat	Mostly	Completely	Score	COMMENTS
Attention to whether learning objectives are met							
14. Includes a check of prior knowledge and skill levels of learners in the room at beginning of training	1	2	3	4	5		
15. Shows a plan to check for learner understanding of training material throughout the training (e.g., a question-and-answer period, practice of skills with feedback, reflection time, planning time)	1	2	3	4	5		
16. Applies knowledge and skills to real-world settings	1	2	3	4	5		
17. Guides learner curiosity and consideration of training concepts	1	2	3	4	5		
18. Shows a plan to use the learner's real world work to apply training content	1	2	3	4	5		
19. Provides opportunities for learners to try out new ideas and receive feedback (e.g., role play, small group work, reflection time, discussion time)	1	2	3	4	5		
20. Summarizes the training material and discusses next steps	1	2	3	4	5		
21. At the end of training, stresses application of training content	1	2	3	4	5		
Includes shared activities and group interaction							
22. Encourages shared activities between learners 23. Models skills and gives examples of ideas that meet the needs of the learners 24. Includes a variety of different types of experiences in the training 25. Offers choices to learners for how to participate 26. Does not overuse lecture or any one method	1	2	3	4	5		
Handouts/materials support the content and learning objectives of the presentation							
27. Provides handouts/materials and resources that relate to the content and learning objectives	1	2	3	4	5		
Handouts/materials are professionally presented and, when applicable, cite references and sources							
28. Provides handouts/materials that are professional in appearance	1	2	3	4	5		
29. Properly references resources and cites sources as needed							
Links content to practical application							
30. Links content to application in real world settings	1	2	3	4	5		
31. Explores real issues, questions or problems with meaningful activities	1	2	3	4	5		

PLAN AND METHODS FOR INSTRUCTION (CONTINUED)	Not at all	Seldom	Somewhat	Mostly	Completely	Score	COMMENTS
Designs content and training plan with the audience in mind							
32. The language of the training meets this audience and limits the use of industry jargon	1	2	3	4	5		
33. Clearly defines all jargon used for audience							
Suggestions for further learning							
34. Shares other sources of information and includes suggestions for further learning outside of the training	1	2	3	4	5		
TOTAL PLAN AND METHODS FOR INSTRUCTION SCORE						/65	
Additional Notes:							

ORGANIZATION The extent to which the sample presentation is organized and flows in a logical manner	Not at all	Seldom	Somewhat	Mostly	Completely	Score	COMMENTS
Establishes logical sequence of events/activities in agenda and outline							
35. Organizes events and activities that flow in a logical sequence	1	2	3	4	5		
36. Meets the needs of the intended audience							
Overall organization and consistency							
37. Presents in an organized and consistent manner that is easy to understand	1	2	3	4	5		
38. Ensures that the description, learning objectives, content and methods are consistent and connect to each other							
Overall quality of writing							
39. Submits materials that are clearly written and easy to understand	1	2	3	4	5		
40. Has few or no errors in grammar, usage, mechanics and/or spelling							
TOTAL ORGANIZATION SCORE						/15	
Additional Notes:							

PROFESSIONALISM AND ETHICS The extent to which the training respects various cultures, upholds a responsibility to the profession and adheres to professional practices	Not at all	Seldom	Somewhat	Mostly	Completely	Score	COMMENTS
Adheres to professional practices							
41. Maintains poise and professionalism under duress	1	2	3	4	5		
42. Maintains appropriate demeanor and attire							
Demonstrates a responsibility to others							
43. Demonstrates respect and consideration for all participants							
44. Models an approach to cross-cultural encounters characterized by an open mind, a willingness to learn from each other, mutual respect, objectivity and rational critique	1	2	3	4	5		
Demonstrates a responsibility to the profession							
45. Cites source material fully and accurately							
46. Incorporates current information about initiatives, laws, state mandates and field practices into training	1	2	3	4	5		
TOTAL PROFESSIONALISM AND ETHICS SCORE						/15	
Additional Notes:							

Child Development Associate (CDA) Proposed Training Curriculum

The CDA proposed training curriculum form is an electronic form that may be found through the TAP webpage on OSSE's website: <https://osse.dc.gov/publication/trainer-approval-program-tap-process>. It must be completed and uploaded in the appropriate section of the online initial approval or renewal application.



TAP applicants applying for approval to be certified as a CDA trainer must complete the following with the proposed training curriculum to be used, then upload the completed form in the appropriate section of the online initial approval or renewal application. Per the Council for Professional Recognition (the administrator of the CDA credential), individual trainers are not eligible to be trainers for the CDA. CDA trainers must come from an organization and cannot be an individual trainer.

Name of Organization	
Total Number of Hours of CDA Courses Offered	

Course Names – Please list courses here then complete the remainder of the form with the requested information for each course.			
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Course 1	
Name of Course	
Course Description	
CDA Subject Area Covered	<input type="checkbox"/> 1. Planning a safe and healthy learning environment <input type="checkbox"/> 2. Advancing children's physical and intellectual development <input type="checkbox"/> 3. Supporting children's social and emotional development <input type="checkbox"/> 4. Building productive relationships with families <input type="checkbox"/> 5. Managing an effective program

	<input type="checkbox"/> 6. Maintaining a commitment to professionalism <input type="checkbox"/> 7. Observing and recording children's behavior <input type="checkbox"/> 8. Understanding principles of child development and learning
Ages Covered in Course	<input type="checkbox"/> Infant to toddler (birth to 36 months) <input type="checkbox"/> Preschool (3 to 5 years) <input type="checkbox"/> Family child care (birth to 5 years)
Type and Number of Hours Earned	<input type="checkbox"/> Clock hours <input type="checkbox"/> Credit hours Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 2	
Name of Course	
Course Description	
CDA Subject Area Covered	<input type="checkbox"/> 1. Planning a safe and healthy learning environment <input type="checkbox"/> 2. Advancing children's physical and intellectual development <input type="checkbox"/> 3. Supporting children's social and emotional development <input type="checkbox"/> 4. Building productive relationships with families <input type="checkbox"/> 5. Managing an effective program <input type="checkbox"/> 6. Maintaining a commitment to professionalism <input type="checkbox"/> 7. Observing and recording children's behavior <input type="checkbox"/> 8. Understanding principles of child development and learning
Ages Covered in Course	<input type="checkbox"/> Infant to toddler (birth to 36 months) <input type="checkbox"/> Preschool (3 to 5 years) <input type="checkbox"/> Family child care (birth to 5 years)
Type and Number of Hours Earned	<input type="checkbox"/> Clock hours <input type="checkbox"/> Credit hours Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 3	
Name of Course	
Course Description	
CDA Subject Area Covered	<input type="checkbox"/> 1. Planning a safe and healthy learning environment <input type="checkbox"/> 2. Advancing children's physical and intellectual development <input type="checkbox"/> 3. Supporting children's social and emotional development <input type="checkbox"/> 4. Building productive relationships with families <input type="checkbox"/> 5. Managing an effective program <input type="checkbox"/> 6. Maintaining a commitment to professionalism <input type="checkbox"/> 7. Observing and recording children's behavior <input type="checkbox"/> 8. Understanding principles of child development and learning
Ages Covered in Course	<input type="checkbox"/> Infant to toddler (birth to 36 months) <input type="checkbox"/> Preschool (3 to 5 years) <input type="checkbox"/> Family child care (birth to 5 years)
Type and Number of Hours Earned	<input type="checkbox"/> Clock hours <input type="checkbox"/> Credit hours Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 4	
Name of Course	
Course Description	
CDA Subject Area Covered	<input type="checkbox"/> 1. Planning a safe and healthy learning environment <input type="checkbox"/> 2. Advancing children's physical and intellectual development <input type="checkbox"/> 3. Supporting children's social and emotional development <input type="checkbox"/> 4. Building productive relationships with families <input type="checkbox"/> 5. Managing an effective program <input type="checkbox"/> 6. Maintaining a commitment to professionalism <input type="checkbox"/> 7. Observing and recording children's behavior <input type="checkbox"/> 8. Understanding principles of child development and learning

Ages Covered in Course	<input type="checkbox"/> Infant to toddler (birth to 36 months) <input type="checkbox"/> Preschool (3 to 5 years) <input type="checkbox"/> Family child care (birth to 5 years)
Type and Number of Hours Earned	<input type="checkbox"/> Clock hours <input type="checkbox"/> Credit hours Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 5	
Name of Course	
Course Description	
CDA Subject Area Covered	<input type="checkbox"/> 1. Planning a safe and healthy learning environment <input type="checkbox"/> 2. Advancing children's physical and intellectual development <input type="checkbox"/> 3. Supporting children's social and emotional development <input type="checkbox"/> 4. Building productive relationships with families <input type="checkbox"/> 5. Managing an effective program <input type="checkbox"/> 6. Maintaining a commitment to professionalism <input type="checkbox"/> 7. Observing and recording children's behavior <input type="checkbox"/> 8. Understanding principles of child development and learning
Ages Covered in Course	<input type="checkbox"/> Infant to toddler (birth to 36 months) <input type="checkbox"/> Preschool (3 to 5 years) <input type="checkbox"/> Family child care (birth to 5 years)
Type and Number of Hours Earned	<input type="checkbox"/> Clock hours <input type="checkbox"/> Credit hours Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 6	
Name of Course	

Course Description	
CDA Subject Area Covered	<input type="checkbox"/> 1. Planning a safe and healthy learning environment <input type="checkbox"/> 2. Advancing children's physical and intellectual development <input type="checkbox"/> 3. Supporting children's social and emotional development <input type="checkbox"/> 4. Building productive relationships with families <input type="checkbox"/> 5. Managing an effective program <input type="checkbox"/> 6. Maintaining a commitment to professionalism <input type="checkbox"/> 7. Observing and recording children's behavior <input type="checkbox"/> 8. Understanding principles of child development and learning
Ages Covered in Course	<input type="checkbox"/> Infant to toddler (birth to 36 months) <input type="checkbox"/> Preschool (3 to 5 years) <input type="checkbox"/> Family child care (birth to 5 years)
Type and Number of Hours Earned	<input type="checkbox"/> Clock hours <input type="checkbox"/> Credit hours Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 7	
Name of Course	
Course Description	
CDA Subject Area Covered	<input type="checkbox"/> 1. Planning a safe and healthy learning environment <input type="checkbox"/> 2. Advancing children's physical and intellectual development <input type="checkbox"/> 3. Supporting children's social and emotional development <input type="checkbox"/> 4. Building productive relationships with families <input type="checkbox"/> 5. Managing an effective program <input type="checkbox"/> 6. Maintaining a commitment to professionalism <input type="checkbox"/> 7. Observing and recording children's behavior <input type="checkbox"/> 8. Understanding principles of child development and learning
Ages Covered in Course	<input type="checkbox"/> Infant to toddler (birth to 36 months) <input type="checkbox"/> Preschool (3 to 5 years) <input type="checkbox"/> Family child care (birth to 5 years)

Type and Number of Hours Earned	<input type="checkbox"/> Clock hours <input type="checkbox"/> Credit hours Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 8	
Name of Course	
Course Description	
CDA Subject Area Covered	<input type="checkbox"/> 1. Planning a safe and healthy learning environment <input type="checkbox"/> 2. Advancing children's physical and intellectual development <input type="checkbox"/> 3. Supporting children's social and emotional development <input type="checkbox"/> 4. Building productive relationships with families <input type="checkbox"/> 5. Managing an effective program <input type="checkbox"/> 6. Maintaining a commitment to professionalism <input type="checkbox"/> 7. Observing and recording children's behavior <input type="checkbox"/> 8. Understanding principles of child development and learning
Ages Covered in Course	<input type="checkbox"/> Infant to toddler (birth to 36 months) <input type="checkbox"/> Preschool (3 to 5 years) <input type="checkbox"/> Family child care (birth to 5 years)
Type and Number of Hours Earned	<input type="checkbox"/> Clock hours <input type="checkbox"/> Credit hours Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 9	
Name of Course	
Course Description	
CDA Subject Area Covered	<input type="checkbox"/> 1. Planning a safe and healthy learning environment

	<input type="checkbox"/> 2. Advancing children's physical and intellectual development <input type="checkbox"/> 3. Supporting children's social and emotional development <input type="checkbox"/> 4. Building productive relationships with families <input type="checkbox"/> 5. Managing an effective program <input type="checkbox"/> 6. Maintaining a commitment to professionalism <input type="checkbox"/> 7. Observing and recording children's behavior <input type="checkbox"/> 8. Understanding principles of child development and learning
Ages Covered in Course	<input type="checkbox"/> Infant to toddler (birth to 36 months) <input type="checkbox"/> Preschool (3 to 5 years) <input type="checkbox"/> Family child care (birth to 5 years)
Type and Number of Hours Earned	<input type="checkbox"/> Clock hours <input type="checkbox"/> Credit hours Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 10	
Name of Course	
Course Description	
CDA Subject Area Covered	<input type="checkbox"/> 1. Planning a safe and healthy learning environment <input type="checkbox"/> 2. Advancing children's physical and intellectual development <input type="checkbox"/> 3. Supporting children's social and emotional development <input type="checkbox"/> 4. Building productive relationships with families <input type="checkbox"/> 5. Managing an effective program <input type="checkbox"/> 6. Maintaining a commitment to professionalism <input type="checkbox"/> 7. Observing and recording children's behavior <input type="checkbox"/> 8. Understanding principles of child development and learning
Ages Covered in Course	<input type="checkbox"/> Infant to toddler (birth to 36 months) <input type="checkbox"/> Preschool (3 to 5 years) <input type="checkbox"/> Family child care (birth to 5 years)
Type and Number of Hours Earned	<input type="checkbox"/> Clock hours <input type="checkbox"/> Credit hours Number of hours earned:

Textbooks and/or Other Required Course Materials Used	
--	--

Six Principles of Adult Learning

1. Adults are autonomous and self-directed.
2. Adults need to connect new learning with previous life experiences and knowledge.
3. Adults are goal-oriented.
4. Adults are relevancy-oriented.
5. Adults are practical and seek application of learning.
6. Adults need respect and recognition for what they can contribute.

- Malcolm Knowles²¹

²¹ Reference: Alabama Pathways. (n.d.). Principles of Adult Learning. Retrieved from <http://alabamapathways.org/principles-of-adult-learning/>

Tips for PowerPoint Presentations²²

Fonts

- Select sans-serif fonts such as Arial or Calibri. Avoid serif fonts such as Times New Roman or Palatino as they are sometimes more difficult to read.
- Use no font size smaller than 24 point.
- Clearly label each screen. Use a larger font (35-45 points) or different color for the title.
- Use a single sans-serif font for most of the presentation. Use different colors, sizes and styles (bold, underline) for impact.
- Avoid italicized fonts as they are difficult to read quickly.
- Place no more than six to eight words per line.
- For bullet points, use the “6 x 6 Rule”: one thought per line with no more than six words per line and no more than six lines per slide.
- Use dark text on a light background or light text on a dark background, though dark backgrounds sometimes make it difficult for some people to read the text.
- Do not use all caps except for titles.
- To test the font, stand back six feet from the monitor and see if you can read the slide.

Graphics and Design

- Keep the background consistent and subtle.
- Use only enough text when using charts or graphs to explain clearly.
- Keep the design clean and uncluttered. Leave empty space around the text and graphics.
- Use quality clip art and use it sparingly. The graphic should relate to and enhance the topic of the slide.
- Try to use the same style of graphics throughout the presentation (e.g., cartoons, photographs).
- Limit the number of graphics on each slide.
- Check all graphics on a projection screen before the actual presentation.
- Avoid flashy graphics and noisy animation effects unless they relate directly to the slide.
- Limit the number of transitions used. It is often better to use only one so the audience knows what to expect.

Colors

- Limit the number of colors on a single screen.
- Bright colors make small objects and thin lines stand out. However, some vibrant colors are difficult to read when projected.
- Use no more than four colors on one chart.
- Check all colors on a projection screen before the actual presentation, as they may project differently than what appears on the monitor.
- Check the spelling and grammar.
- Do not read the presentation. Practice the presentation so you can speak from bullet points. The text should be a cue for the presenter rather than a message for the viewer.
- Give a brief overview at the start, present the information and, finally, review important points.

²² Reference: National Conference of State Legislators. (2017). Tips for Making Effective PowerPoint Presentations. Retrieved from <http://www.ncsl.org/legislators-staff/legislative-staff/legislative-staff-coordinating-committee/tips-for-making-effective-powerpoint-presentations.aspx>

- It is often more effective to have bulleted points appear one at a time so the audience listens to the presenter rather than reading the screen.
- Use a wireless mouse or pick up the wired mouse so you can move around as you speak.
- If sound effects are used, wait until the sound has finished before speaking.
- If the content is complex, print out the slides so the audience can take notes.
- Do not turn your back on the audience. Try to position the monitor so you can speak from it.

Tips for Successful Sample Presentations

- Be professional in speech, attire and presentation.
- Create an agenda for your presentation and follow it closely with adherence to your timeline.
- Simplify your training to two or three obtainable objectives with related learning experiences.
- Make sessions interactive.
- Incorporate a variety of teaching methods.
- Use technology with which you are familiar.
- Communicate your experience! What makes you the “expert”?
- Cite all of your resources and sources.
- Ensure participants grasp the content matter.
- Be sure to summarize training material and discuss the implementation of training content.

Appendix B: Resources for Approved Trainers

Characteristics of High-Quality Trainings

Approved trainers are expected to deliver high-quality trainings. In delivering high-quality training, a trainer must:

- Maintain an appropriate level of competence in the field including a broad knowledge of current trends, theory and practice in areas of expertise and seek growth in areas of limited knowledge.
- Recognize the limits of his/her competence, culture and experience in providing services and neither seek nor accept assignments outside those limits.
- Be aware of his/her personal values, biases, dispositions and the possible effects on others.
- Keep current with changes in the ECE field.
- Base training delivery on accurate, current and job-related information consistent with sound theories and principles of adult learning (e.g., adults desire practical application, adults learn best if they have control over the learning environment).
- Assess and meet the PD level and characteristics of the target audience.
- Choose instructional methods and materials that are appropriate for the learning objectives detailed in the outline (e.g., self-reflection, group discussions, demonstrations, multi-media presentations, visual aids).
- Possess extensive knowledge and practical experience in the outline topic area.
- Be familiar with a variety of early childhood settings and the PD levels of training participants.
- Research the current trends in the topics to be presented and synthesize these findings to support comprehensive training.
- Base training content on accurate, current information consistent with research-based theories and principles of child development, developmentally and culturally appropriate practice, accurate interpretation of quality standards and licensing regulation.
- Facilitate connections between theory and practice by integrating information that is comprehensive, meaningful and relevant to participants' needs.
- Include an awareness of the value of diversity, uniqueness and abilities of all children and families in trainings presented.
- Understand and apply basic principles of human cognition/learning and demonstrate sensitivity to the needs of the adult learner.
- Deliver training based on principles of adult learning using a variety of instructional methods and media appropriate for the training.

Policies and Procedures for Training Registrants and Attendees

The following policies and procedures are to inform the training registrants and attendees of expectations. The notice will be included with PDIS training registrations (e.g., on the training registration page, in confirmation emails) and a copy will be given to attendees at each training session. A copy of these policies and procedures may also be found through the TAP webpage on OSSE's website: <https://osse.dc.gov/publication/trainer-approval-program-tap-process>.



DIVISION OF EARLY LEARNING

Professional Development – Policies and Procedures for Training Registrants and Attendees

The Office of the State Superintendent of Education (OSSE), Division of Early Learning (DEL) continues to support early care and education professionals by providing trainings and workshops through the Professional Development Information System (PDIS) at no cost to participants. In order to continue providing the vast majority of these dynamic resources for free, we ask that each participant who registers for a PDIS training adhere to the following conditions and professional expectations.

For in-person trainings:

- a. Plan to arrive at least 10 to 15 minutes before the training is scheduled to begin to allow for any unforeseen delays (e.g., with your transportation or trying to find the training room) as well as any check-in required in the building in which the training is taking place. Trainings at OSSE, for instance, require you to sign in both in the building lobby and the lobby of any floor of OSSE. We suggest that you review the directions to a training location in advance.
- b. Bring government-issued identification with you to each training. Many buildings require this for entry and security. You may be turned away without proper identification.
- c. Be engaged in the training. Certificates for these trainings are for professional learning units (PLUs)/clock hours earned, not for attendance. An engaged participant is paying attention to the trainer, taking notes and responding to the trainer's questions. If you are not engaging in the training and instead are consistently texting on your phone, frequently stepping out to take calls or missing for a large part of the training, the trainer and/or DC Child Care Connections (DC CCC) reserves the right to not award full or any PLUs for the training.
As a courtesy to all, please turn off all cell phones, tablets (unless taking notes) and other electronic devices. Please do not read or send text messages or use Facebook, Twitter or Instagram during class. If you have a family or medical emergency and need to receive a call, let the instructor know at the beginning of class.
- d. Remain for the entire training.
- e. Be professional and respectful of the trainer, your classmates and anyone else attending the training. Inappropriate, impolite and disorderly behaviors are unacceptable. The trainer, DC CCC staff or OSSE staff will ask anyone exhibiting such behavior to leave the training room and the premises. If the request is not complied with, law enforcement (e.g., security guards, police, etc.) may be called to assist with the situation.

- f. Refer to the following professional expectations for when/if there are unforeseen circumstances that will impact your participation in the training:
 - o If you are unable to attend a training for which you have registered, please cancel your registration through PDIS (accessed through the training description page). If you experience difficulties cancelling your registration, contact the Early Childhood Education (ECE) Help Desk at (202) 478-5903.
 - o If you will arrive late, please note that trainers reserve the right to deny entrance after a 10-minute grace period.
 - o If you will arrive late due to an unforeseen emergency (e.g., delays due to the Metro, police, fire, being lost, etc.), please call (202) 678-0027 to alert DC CCC.
- g. If you arrive late and the trainer allows entrance to the training or if you leave early, note that any certificate issued for the training will reflect your actual PLUs/clock hours earned and the training certificate will be sent via email (to the email address provided in your PDIS account profile) rather than automatically generated by PDIS into your account (PDIS does not allow for adjustment of the number of PLUs for system-generated certificates). You will have to manually upload the certificate into PDIS.

For synchronous online trainings:

- a. Ensure that you have the training access information beforehand. This information may be available through the training description page in PDIS or it may be emailed to you by OSSE, DC CCC or the trainer.
- b. Log on to the training at least 10 to 15 minutes prior to when it will begin to ensure that you have the correct access information, that you have taken any additional steps required for registration and that you have time to address any minor issues with your device's audio or video. Logging on early will also ensure that you do not miss any important information or instructions given at the beginning of the session. If you experience difficulties with accessing the training, contact the ECE Help Desk at (202) 478-5903 or DC CCC at (202) 678-0027. Please note that there may not be anyone readily available to answer or address your issue, as there are often multiple trainings happening simultaneously and staff may be busy assisting others.
- c. If you were emailed online training access information from OSSE, DC CCC or the trainer, please do not share it with anyone who has not registered for the training. Many webinar platforms have limits on the number of devices logged on to a training and unregistered individuals may take the spot of a registered individual.
- d. Be respectful of the trainer, your classmates and anyone else attending the online training. As a courtesy to all, please mute your microphone so that any ambient noise is not disruptive to the training. Follow the trainer's instructions regarding how to ask a question or make a comment during the training.
- e. Be engaged in the training. An engaged participant is paying attention to the trainer, taking notes and responding to the trainer's questions.
- f. Refer to the following professional expectations for when/if there are unforeseen circumstances that will impact your participation in the training:
 - o If you are unable to join a training for which you have registered, please cancel your registration through PDIS (through the training description page). If you experience difficulties cancelling your registration, contact the ECE Help Desk at (202) 478-5903.
 - o If you join the online training late or leave the training early, note that any certificate issued for the training will reflect your actual PLUs/clock hours earned and the training certificate will be sent via email (to the email address provided in your PDIS account profile) rather than automatically generated by PDIS into your account (PDIS does not allow for adjustment of the

number of PLUs for system-generated certificates). You will have to manually upload the certificate into PDIS.

Frequently Asked Questions

What happens if I am late to an OSSE-sponsored training?

If arriving late to an in-person training due to an unforeseen emergency (e.g., delays due to the Metro, police, fire or unusual circumstances) please call (202) 678-0027 to alert DC CCC. Trainers reserve the right to deny entrance after a 10-minute grace period.

If arriving late to a synchronous online training, note that you might not be able to access it because the capacity has been reached or the trainer has blocked any late arrivals to the training.

If you do arrive late (or leave early), any training certificate issued will reflect your actual PLUs/clock hours earned and will be sent via email (to the email provided in your PDIS account profile) rather than automatically generated by PDIS into your account (PDIS does not allow for adjustment of the number of PLUs for system-generated certificates). You will have to manually upload the certificate into PDIS.

Are courses free?

All courses listed in PDIS are free unless otherwise noted in the training description.

Do I have to register to attend training?

Yes. Registering for trainings you intend to attend is important for several reasons:

- a. In the event that the training is overbooked or there is a waitlist, preference is given to participants who are registered to attend.
- b. For in-person trainings, trainers need an accurate count of those coming to their training in order to ensure sufficient seating and training materials. Walk-in participants are not guaranteed a seat or training materials.
- c. For online trainings, some include access information on the PDIS training description page, but for those that do not, OSSE, DC CCC or the trainer will send registered participants training access information directly to the email addresses provided in PDIS account profiles. If you are not registered, you will not receive this access information.
- d. If a training is cancelled or postponed for any reason (e.g., issues regarding trainer or venue, low registration), DC CCC will be able to notify you regarding the cancellation/postponement.

Do I need to print my email confirmation for entry to an in-person training?

Please bring a copy of your registration confirmation email to the training with you. A printout or the actual email on your device (e.g., smartphone, laptop computer or tablet) is acceptable. In the event that the training is overbooked, preference is given to participants who are registered to attend.

What should I do if I am no longer able to attend a training I registered for?

If you are unable to attend a training you have registered for, please cancel your registration through PDIS (through the training description page). If you experience difficulties cancelling your registration, please contact the ECE Help Desk at (202) 478-5903.

When we meet at a community site (Smithsonian, Rock Creek Park, etc.) and I cannot find the training group, what do I do?

When possible during off-site trainings, there is a DC CCC staff member and/or trainer to greet participants upon their arrival. If arriving late, locate the information booth at the community site and ask for information regarding your training. If you are still unable to find the training, call DC CCC at (202) 678-0027.

Professional Development (PD) Requirements for DC Early Care and Education Staff

Per [DCMR 5-A139](#), DC child development facility staff must fulfill certain PD requirements within certain time periods from their dates of hire as well as yearly. Only trainings offered by TAP-certified trainers or institutions accredited by the US Department of Education or the CHEA will be accepted by OSSE. TAP-certified trainers may offer trainings to address the requirements but are not limited in these topics.

Ongoing requirements

Every paid staff member of a child development facility whose duties or responsibilities include the care of children are required to participate in ongoing PD including:

1. Registration with and participation in OSSE's PDIS;
2. Pre-service and orientation training in health and safety standards, as detailed in this section;
3. Annual training to maintain and update the employee's knowledge of health and safety standards; and
4. Annual PD that:
 - a. Incorporates the knowledge and application of DC's early learning and developmental guidelines;
 - b. Promotes the social, emotional, physical and cognitive development of children; and
 - c. Improves the knowledge and skills of directors, teachers and caregivers in working with children and their families.

Within 30 calendar days

Within 30 calendar days of date of hire, each staff member should, at a minimum, obtain training in:

1. Child abuse and neglect, prevention, detection and reporting;
2. Emergency preparation and response planning for emergencies resulting from a natural disaster or a human-caused event;
3. Prevention of sudden infant death syndrome and use of safe sleep practices, as applicable;
4. Prevention of shaken baby syndrome and abusive head trauma, as applicable; and
5. First aid and CPR.²³

Within 90 calendar days

Within 90 calendar days of date of hire, each staff member should receive orientation training in additional health and safety standards that should include, at a minimum:

1. Developmentally appropriate programming for infants, toddlers, preschool and/or school-age children, as applicable;
2. Prevention and control of infectious diseases, including immunization;
3. Administration of medication, consistent with standards for parental or guardian consent;
4. Prevention of and response to emergencies due to food and allergic reactions;
5. Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water and vehicular traffic; and

²³ 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.

6. Poison prevention, including the handling and storage of hazardous materials and the appropriate disposal of bio contaminants.

Before caring for children unsupervised

Before staff members are allowed to care for children unsupervised, they must complete the following health and safety trainings:

1. Prevention of sudden infant death syndrome and use of safe sleep practices, as applicable;
2. Prevention of shaken baby syndrome and abusive head trauma, as applicable;
3. First aid and CPR;
4. Poison prevention, including the handling and storage of hazardous materials and the appropriate disposal of bio contaminants; and
5. Prevention and control of infectious diseases, including immunization.

Before transporting children

If responsible for transporting children, staff members should receive additional training in the following areas before assuming transportation duties:

1. Transportation regulations, including the modeling of how to properly conduct a vehicle passenger check and demonstration by staff to director on how to conduct a vehicle passenger check;
2. Proper use of child safety restraints required by DC law;
3. Proper loading, unloading, and monitoring of children;
4. Location of first aid supplies; and
5. Emergency procedures for the vehicle, including actions to be taken in the event of accidents or breakdowns.

Annual PD

Each staff member whose duties or responsibilities include the care of children should be pursuing PD every year, including training that maintains and updates the health and safety standards, as follows:

1. Child development center staff should participate in at least 21 hours of PD annually;
2. Child development home caregivers and staff should participate in at least 12 hours of PD annually; and
3. Expanded home caregivers and staff should participate in at least 15 hours of PD annually.

Annual training that maintains and updates the health and safety standards shall include:

1. Child abuse and neglect, prevention, detection and reporting;
2. Emergency preparation and response planning for emergencies resulting from a natural disaster or a human-caused event;
3. Prevention of sudden infant death syndrome and use of safe sleep practices;
4. Prevention of shaken baby syndrome and abusive head trauma;
5. First aid and CPR;
6. Prevention and control of infectious diseases, including immunization;
7. Administration of medication, consistent with standards for parental or guardian consent;
8. Prevention of and response to emergencies due to food and allergic reactions;
9. Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic;
10. Handling and storage of hazardous materials and the appropriate disposal of bio contaminants; and

11. Identifying, approaching and referring students showing signs of psychological distress to appropriate support services.

Beyond the health and safety standards, other annual PD may include:

1. Developmentally appropriate programming for infants, toddlers, preschool and/or school-age children, as applicable;
2. Developmentally appropriate methods of positive behavior intervention and support;
3. Inclusion of children with special needs, including the Americans with Disabilities Act and the Individuals with Disabilities Education Act; and
4. Communication and collaboration with parents, guardians, and families;
5. Community health and social services resources for children and families;
6. Planning developmentally appropriate programs and activities for children and families;
7. Enhancing self-regulation and self-esteem in children;
8. Montessori curriculum, pedagogy, classroom management and other topics specific to the Montessori program, if applicable;
9. Basic or advanced business practices; and
10. Any other area as determined by OSSE.





Sources of Trainings Fulfilling PD Requirements

Staff may receive the required pre-service training, orientation training and PD in a variety of settings, including but not limited to seminars, in-person or online courses, workshops, conferences or association meetings:

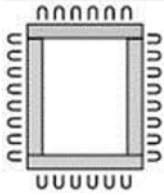
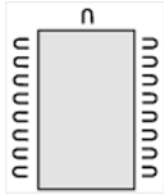
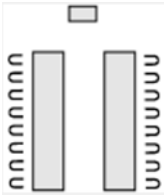
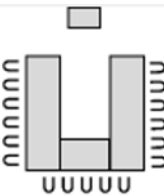
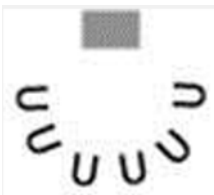
1. Conducted by an OSSE approved trainer or training organization through OSSE's Trainer Approval Program, or any similar program established by OSSE; or
2. Conducted by institution accredited by the US Department of Education or the Council for Higher Education Accreditation.

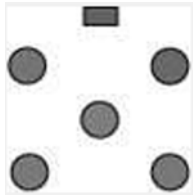
Room Arrangement

Selecting Your Room Arrangement²⁴

Theater Style	
	<ul style="list-style-type: none"> • Accommodates the most people per area • About 10-13 square feet per person • Appropriate for lectures and keynoters • Note-taking cumbersome for audience
Classroom Style	
	<ul style="list-style-type: none"> • Same as Theater Style but with tables • About 17-20 square feet per person • Supports note-taking and use of handout materials
Chevron Style	
	<ul style="list-style-type: none"> • Provides place for beverages and elbows • Most interactive of large group setups • Promotes a sense of participation • About 20-23 square feet per person • Can be set up with or without tables
Modified Chevron	
	<ul style="list-style-type: none"> • Can be set up with or without tables • Improves visibility of speaker and visuals from side sections • More interactive than Theater or Classroom

²⁴ Reference: Wallace, M. (2002). Guide on the Side - Room Setups for Presentations and Training - One Size Does NOT Fit All. Retrieved from <https://www.llrx.com/2002/01/guide-on-the-side-room-setups-for-presentations-training-one-size-does-not-fit-all/>

Hollow Square or Rectangle	
	<ul style="list-style-type: none"> • For meetings where hierarchy is not an issue • Excellent for facilitator-led meetings • Encourages audience participation • Awkward to use any visuals
Boardroom	
	<ul style="list-style-type: none"> • Very good for groups between six and 15 • Suggests formality and hierarchy • Over 15, people at the far end of the table may feel left out and form a separate group
Perpendicular Style	
	<ul style="list-style-type: none"> • Seats can be on either outside or inside of tables • Instructor can survey students' work • Easy exchange between presenter and audience • Center usable for exhibits or demos
U-Shape	
	<ul style="list-style-type: none"> • Encourages collaboration • Center area usable for simulations and role plays • Can be used with or without speaker table
Semi-Circle or Circle	
	<ul style="list-style-type: none"> • Can be setup with or without tables • Presenter's role is minimal • Excellent for emotional sessions such as sharing grief • Encourages a sense of group and bonding

Cluster Style	
	<ul style="list-style-type: none">• Good for presentations with breakout groups• Clusters easily return to being a single group• Quick and easy to follow with a meal• Tables can be either round or small rectangles

Room Arrangement Checklist²⁵

- ☐ Select a seating arrangement to support the event and presenter's goals.
- ☐ Provide comfortable chairs.
- ☐ Arrange for adjustable chairs if the training is all day.
- ☐ Provide a surface for writing, using manuals, laptops and placing beverages.
- ☐ Accommodate people with special hearing, seeing or mobility needs.
- ☐ Plan sufficient space for each person to avoid feeling cramped.
- ☐ Provide for easy access to seating with an adequate number and width of aisles.
- ☐ Select space proportionate to the number of people attending.
- ☐ Ten people will feel lost in a room set up for 300, surmise the meeting is poorly attended even though everyone is there and tend to disperse to near the exits. If you must use a large room for a small group, cordon off the unused area with plastic emergency tape.
- ☐ Check for adequate air and comfortable air temperature.
- ☐ Avoid noxious odors or enticing aromas.
- ☐ Check the room for exterior noise.
- ☐ Tape door latches to prevent them from making noise when people have to leave or arrive late.
- ☐ Arrange for adequate acoustics and acoustical support so people can hear (may require a variety of microphones).
- ☐ Arrange for adequate lighting for the presenter, audience and activities planned.
- ☐ Find out who to contact when problems occur.
- ☐ Raise the speaker with a podium or platform so those in the back can see.
- ☐ Consider whether to use a lectern. Lecterns cover about 75% of the body and restricts the speaker's movement.
- ☐ Locate screens, projectors and related visual equipment so the audience can see.
- ☐ Determine which wall will be the front of the room.
- ☐ Place the entrance at the rear of the room to minimize coming and going distractions.
- ☐ Check flip chart use and wall space for the display of filled pages.
- ☐ Find out if there is time and staff to change the setup in a room for subsequent speakers.
- ☐ Test equipment for working order (e.g., video, projectors, monitors, grease boards).
- ☐ Note the proximity to restrooms and coat storage.
- ☐ See that exit doors are clearly marked.
- ☐ Provide signs on outside door(s) and inside identifying the event and time.
- ☐ Arrange for registration and program material distribution.

²⁵ Reference: Wallace, M. (2002). Guide on the Side - Room Setups for Presentations and Training - One Size Does NOT Fit All. <https://www.llrx.com/2002/01/guide-on-the-side-room-setups-for-pr2003esentations-training-one-size-does-not-fit-all/>

Training Certificate Checklist and Sample Training Certificate Template

Each certificate issued by a TAP-certified trainer to the DC ECE workforce must include the following:

- ☐ A page header with the organization's name and logo if the trainer is an organization
- ☐ Title of the training
- ☐ Date of the training
- ☐ Number of PLUs/clock hours received (see "Professional Learning Units (PLUs)/Clock Hours" section on page 27)
- ☐ Core knowledge area(s)
 - o The maximum number of core knowledge areas that a training may cover cannot exceed the number of hours of the training's duration (see the "Training Requirements" section on page 26).
 - o If the training covers more than one core knowledge area, identify the number of clock hours covered in each specific area.
- ☐ Training content level
- ☐ Presenter/trainer name with the label "OSSE Certified Early Care and Education (ECE) Trainer"
- ☐ Signature of trainer and/or organization's administrator
- ☐ 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).

NOTE: PDIS generates certificates for participants of trainings offered through PDIS.

Below is a sample training certificate template. Any bolded text is the exact wording that should be used. Any italicized text is a placeholder for the applicable information to be entered.

<p>*Header: Organization's Name/Logo*</p> <p>Certificate of Completion</p> <p>Awarded to</p> <p><i>Name of Participant</i></p> <p>For # Professional Learning Units/Clock Hours of Training in</p> <p><u><i>Title of Training</i></u></p> <p>Core Knowledge Area(s): <u><i>(list)</i></u></p> <p>Training Content Level: <u><i>(basic, intermediate, advanced)</i></u></p> <table style="width: 100%; margin-top: 20px;"><tr><td style="width: 50%;">OSSE Certified Early Care and Education (ECE) Trainer: _____</td><td style="width: 50%;">OSSE Trainer Approval Number: _____</td></tr><tr><td>Signature: _____</td><td>Date: _____</td></tr></table>		OSSE Certified Early Care and Education (ECE) Trainer: _____	OSSE Trainer Approval Number: _____	Signature: _____	Date: _____
OSSE Certified Early Care and Education (ECE) Trainer: _____	OSSE Trainer Approval Number: _____				
Signature: _____	Date: _____				

Training Planning Guide

This guide may be helpful to individuals/organizations in planning trainings for their staff/colleagues.

- ☐ Based on data, training is needed in:

_____ (core knowledge area) at the _____ level (content level)

_____ (core knowledge area) at the _____ level (content level)

_____ (core knowledge area) at the _____ level (content level)

- ☐ I have a copy of the most current listing of certified trainers.
- ☐ The trainer is certified to train in the area and at the level I am seeking.
- ☐ The trainer has a current (not expired) certification. (The trainer's name and certification number will be on the certificate issued.)
- ☐ Training participants know that the concepts learned must be applied. Support and monitoring will be provided as needed.
- ☐ After the training and application, training participants will reflect and evaluate the impact.

Appendix C: Forms and Letters

Initial Approval Application

The initial approval application for individual and organization certified trainers is now an online application that may be found through the TAP webpage on OSSE's website: <https://osse.dc.gov/publication/trainer-approval-program-tap-process>. The form presented here is provided only as an aid in the preparation of information and materials needed to complete the online application. The initial approval application will ONLY be accepted as submitted online through the mentioned link. Please be sure to consult the "Initial Approval Application Checklist" in Appendix A of the *TAP Manual (June 2020)*.



Entity Information ORGANIZATIONS ONLY	Entity Name: Mailing Address: Website: Business or Tax ID: Type of Business: <input type="checkbox"/> Non-profit <input type="checkbox"/> For-profit Is entity licensed to do business in DC? <input type="checkbox"/> Yes <input type="checkbox"/> No
Primary Contact Information INDIVIDUALS AND ORGANIZATIONS	Name of Primary Contact: Title/Position: Mailing Address Telephone Number: E-mail Address:
Training Content Level and Delivery Method	Select the level(s) for which your entity is prepared to train and/or coach. <input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced NOTE: Intermediate- and advanced-level trainings must include a pre- and post-test. Advanced-level trainings must have an action plan with a follow-up activity. Training Delivery Method (check all that apply) <input type="checkbox"/> In person <input type="checkbox"/> Web-based instruction <input type="checkbox"/> DVD or CD instruction If you offer web-based instruction via modules on a website, include log-in information (e.g., website address, user identification and password) so that DC CCC may access the modules and review the training content. If you offer web-based instruction via webinar, include information on how to access a currently available webinar so that DC CCC may review the training content. If you offer instruction via DVD or CD, deliver a copy of the DVD or CD to DC CCC so that they may review the training content.

Credits	What will training participants receive after completing training? <input type="checkbox"/> Professional Learning Units/Clock Hours <input type="checkbox"/> Continuing Education Units (CEUs)
Credits (continued)	If participants will receive CEUs, check off whether either of the following apply. <input type="checkbox"/> International Association for Continuing Education and Training (IACET) accredited <input type="checkbox"/> CEUs delivered via partnership with a college/university. Name of the college/university:
Specialized Field	Is your organization representing a specialized field with trainers who do not have an early childhood/child development degree or experience? Certifications must be attached. <input type="checkbox"/> No <input type="checkbox"/> Yes, the field is:
Core Knowledge Areas	Select the core knowledge area(s) for which your or your trainers' credentials align. <input type="checkbox"/> 1 - Child Growth and Development <input type="checkbox"/> 2 - Observing, Documenting and Assessing to Support Young Children and Families <input type="checkbox"/> 3 - Health, Safety and Nutrition <input type="checkbox"/> 4 - Curriculum <input type="checkbox"/> 5 - Inclusive Practices <input type="checkbox"/> 6 - Learning Environments <input type="checkbox"/> 7 - Building Family and Community Relationship <input type="checkbox"/> 8 - Diversity: Family, Language, Culture and Society <input type="checkbox"/> 9 - Program Management, Operation and Evaluation <input type="checkbox"/> 10 - Professionalism and Advocacy <input type="checkbox"/> 11 - Social-Emotional Development and Mental Health
Trainer Demographics FOR INFORMATIONAL PURPOSES ONLY	List the total number of trainers in each category. Gender: [] Female [] Male Race/Ethnic Origin: [] Black or African American [] Hispanic [] Asian or Asian American [] Native Hawaiian/Pacific Islander [] American Indian/Alaska Native [] White or Caucasian [] Other Hispanic Origin: [] Yes [] No Language: Do your trainers speak a language other than English? <input type="checkbox"/> No <input type="checkbox"/> Yes, we have trainers that speak the following language(s):

Current List of Trainers Seeking Approval

Trainers providing professional development in the District of Columbia must meet all Office of the State Superintendent of Education, Division of Early Learning TAP requirements. List all individuals providing professional development on behalf of the organization. Attach the following documentation for each individual listed: resume/curriculum vitae, transcripts and credits aligned to core knowledge area(s). Individuals and organizations may apply for as many core knowledge areas as they have documentation to support.

	Trainer Name	Core Knowledge Area(s)	Content Level	Highest Degree Attained
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Evidence of Policy Alignment

Organizations must demonstrate that their policy for hiring District of Columbia trainers meets all of the initial **and** ongoing trainer approval requirements as stated in the *TAP Manual* (June 2020).

Do you have evidence on file that the trainers listed in this application meet the requirements for the level and core knowledge area(s) your organization is seeking approval in?

☐ Yes

☐ No

Please attach resume/curriculum vitae and transcripts for all trainers listed and list attachments here:

☐ I have enclosed a copy of the organization's policy and procedures for hiring trainers.

☐ I have enclosed a copy of the organization's trainer application form (blank).

☐ I have enclosed a copy of the organization's trainer application form (completed copy from a current trainer's file).

Contact Information – Trainer Name(s) <i>Individual and all trainers in organization applying for approval</i>		Core Knowledge Area(s)		Training Content Level <i>Complete for highest level to be approved</i>	
Credits Aligned to Core Knowledge Areas Complete for each core knowledge area selected. Repeat as needed. Refer to page 17 of the <i>TAP Manual (June 2020)</i> for more information and “Sample Transcript and Credits Aligned to Core Knowledge Areas” in Appendix A of the Manual for an example.					
Core Knowledge Area					
Full Title of Course				Year Completed	
Full Name of College					
Location – City & State				Outside of USA?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Credit Level		<input type="checkbox"/> Undergraduate Level <input type="checkbox"/> Graduate Level		Number of Credits	
Justification Why is the course aligned with this core knowledge area?					

Credits Aligned to Core Knowledge Areas					
Core Knowledge Area					
Full Title of Course				Year Completed	
Full Name of College					
Location – City & State				Outside of USA?	
Credit Level		<input type="checkbox"/> Undergraduate Level <input type="checkbox"/> Graduate Level		Number of Credits	
Justification Why is the course aligned with this core knowledge area?					

Credits Aligned to Core Knowledge Areas					
Core Knowledge Area					

Full Title of Course		Year Completed	
Full Name of College			
Location – City & State		Outside of USA?	
Credit Level	<input type="checkbox"/> Undergraduate Level <input type="checkbox"/> Graduate Level	Number of Credits	
Justification Why is the course aligned with this core knowledge area?			

Credits Aligned to Core Knowledge Areas			
Core Knowledge Area			
Full Title of Course		Year Completed	
Full Name of College			
Location – City & State		Outside of USA?	
Credit Level	<input type="checkbox"/> Undergraduate Level <input type="checkbox"/> Graduate Level	Number of Credits	
Justification Why is the course aligned with this core knowledge area?			

Credits Aligned to Core Knowledge Areas			
Core Knowledge Area			
Full Title of Course		Year Completed	
Full Name of College			
Location – City & State		Outside of USA?	
Credit Level	<input type="checkbox"/> Undergraduate Level <input type="checkbox"/> Graduate Level	Number of Credits	
Justification			

Why is the course aligned with this core knowledge area?	
--	--

Credits Aligned to Core Knowledge Areas			
Core Knowledge Area			
Full Title of Course		Year Completed	
Full Name of College			
Location – City & State		Outside of USA?	
Credit Level	<input type="checkbox"/> Undergraduate Level <input type="checkbox"/> Graduate Level	Number of Credits	
Justification Why is the course aligned with this core knowledge area?			

Credits Aligned to Core Knowledge Areas			
Core Knowledge Area			
Full Title of Course		Year Completed	
Full Name of College			
Location – City & State		Outside of USA?	
Credit Level	<input type="checkbox"/> Undergraduate Level <input type="checkbox"/> Graduate Level	Number of Credits	
Justification Why is the course aligned with this core knowledge area?			
Core Knowledge Area			
Full Title of Course		Year Completed	
Full Name of College			
Location – City & State		Outside of USA?	

Credit Level	<input type="checkbox"/> Undergraduate Level <input type="checkbox"/> Graduate Level	Number of Credits	
Justification Why is the course aligned with this core knowledge area?			

Credits Aligned to Core Knowledge Areas			
Core Knowledge Area			
Full Title of Course		Year Completed	
Full Name of College			
Location – City & State		Outside of USA?	
Credit Level	<input type="checkbox"/> Undergraduate Level <input type="checkbox"/> Graduate Level	Number of Credits	
Justification Why is the course aligned with this core knowledge area?			

Attachments	<input type="checkbox"/> I have enclosed a copy of my resume/curriculum vitae and my transcript(s), which include(s) the courses listed above. <input type="checkbox"/> I have a degree from an institution outside of the United States and I have enclosed the foreign credential evaluation (see Foreign Credential Verification policy on page 13 of the <i>TAP Manual (June 2020)</i>).
--------------------	--

HIGHER EDUCATION					
Degree Level	Full Name of Degree	Date Awarded	Full Name of College	Location of College	
				City & State	Outside of the USA?
Associates					<input type="checkbox"/> Yes <input type="checkbox"/> No
Bachelors					<input type="checkbox"/> Yes <input type="checkbox"/> No
Masters					<input type="checkbox"/> Yes

					<input type="checkbox"/> No
Ph.D. or Ed.D.					<input type="checkbox"/> Yes <input type="checkbox"/> No
Specialized Field*	Credential:		Awarded by:		<input type="checkbox"/> Yes <input type="checkbox"/> No

Prior Training Experience with Adult Learners

Only 50 percent of the training submitted can include those provided to your employees or colleagues as a part of your job functions. The remaining 50 percent must include training delivered to external groups.

Date	Event and Location	Was this training held for your staff or for an external audience?	Topic	Clock Hours	Core Knowledge Area(s)
1.					
2.					
3.					
4.					
5.					
6.					

Additional Certifications

Related certifications

Certification Type	Certifying Agency or State	Expiration Date

Work Experience in an Early Childhood Setting				
Employer	State	Length of Employment	Full-time or Part-time	Position

Sample Training Module

Complete a sample training module for each core knowledge area and at the highest training content level in which you are seeking approval. Core knowledge areas cannot be combined. Please refer to “Sample Training Module or Web-Based/DVD/CD Training – Scoring Rubric” in the *TAP Manual (June 2020)* to understand how the module will be evaluated.

Title of Training:

Length of Training:

Core Knowledge Area

- ☐ 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 Relationship
- ☐ 8 - Diversity: Family, Language, Culture and Society
- ☐ 9 - Program Management, Operation and Evaluation
- ☐ 10 - Professionalism and Advocacy
- ☐ 11 - Social-Emotional Development and Mental Health

Level: ☐ Basic ☐ Intermediate ☐ Advanced

Target Audience Check all that apply.

- ☐ Before-/after-school age program staff
- ☐ Staff working with ages zero to two
- ☐ Staff working with ages two to four
- ☐ Staff working with ages four to six
- ☐ Staff working with kindergarten to third graders
- ☐ Early intervention/special education staff
- ☐ Program administrators
- ☐ Other (please specify):

Brief Description of Training:

Three Major Training Outcomes

At the end of this training, the learner will be able to:
1.
2.
3.

Learning Opportunities and Training Pace

Must be aligned with training outcomes, depth to content, adult learning principles and core knowledge areas.

Activity/Learning Opportunities	Length of Activity	Goal of This Activity

Methods of Delivery***How will training engage auditory learners?******How will training engage kinesthetic learners?******How will training engage visual learners?*****References/Resources**

What scholarly resources are used to support the training content? A minimum of three from the past 10 years are required.

Title	Source		Author	Date
	Name of Source	Type of Source		

NOTE: If this is an *intermediate-* or *advanced-level training*, please include a pre-test and post-test. If this is an *advanced-level training*, please include a pre-test, a post-test and an action plan with a follow-up activity. See “Sample Training Module – Guidelines for Completion” in Appendix A of the *TAP Manual (June 2020)*.

References	Name of Reference One: Title/Affiliation: Relationship to Applicant: Phone Number: Email Address: Name of Reference Two: Title/Affiliation: Relationship to Applicant: Phone Number: Email Address:
Confirmation of Eligibility	I attest that the information included in this application is, to the best of my knowledge, true and accurate. If approved as an individual trainer/training organization, I/we will deliver trainings at the training level and in the core knowledge area(s) in which I/we have been approved.

	<p>I have read the <i>Trainer Approval Program Manual (June 2020)</i> and I/our organization will uphold the trainer expectations of the Trainer Approval Program (page 6 of the Manual).</p> <p>I understand that approval as an individual trainer/ training organization through this application process is not equivalent to a certification and does not guarantee employment.</p> <p>_____</p> <p>Signature of individual applicant/primary contact for organization</p> <p>_____</p> <p>Date</p>
--	--

Exempt Application

If seeking exempt approval, first contact DC CCC (OSSE.DCchildcareconnections@dc.gov or (202) 678-0027) to confirm eligibility 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.

The exempt application is now an online application that may be found through the TAP webpage on OSSE's website: <https://osse.dc.gov/publication/trainer-approval-program-tap-process>. The form presented here is provided only as an aid in the preparation of information and materials needed to complete the online application. The exempt application will ONLY be accepted as submitted online through the mentioned link. Please be sure to consult the "Initial Approval Application Checklist" in Appendix A of the *TAP Manual (June 2020)*.



APPLICANT INFORMATION

Name of Organization or Agency	
Type	<input type="checkbox"/> DC Government <input type="checkbox"/> Non-DC Government
Mission or Goal	
Primary Contact	Name of Primary Contact: Mailing Address: Email: Office Phone Number: Cell Phone Number:
Alternate Contact	Name of Alternate Contact: Email: Office Phone Number: Cell Phone Number:
Logistics	Where are trainings typically held? Are training locations metro accessible? <input type="checkbox"/> Yes <input type="checkbox"/> No Are training locations wheelchair accessible? <input type="checkbox"/> Yes <input type="checkbox"/> No Do training locations have parking? <input type="checkbox"/> Yes <input type="checkbox"/> No

	<p>Do training participants receive a certificate at the end of each training?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Are trainings offered in languages other than English? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, what language(s):</p>
--	--

TRAINING INFORMATION

Training Level	<p>Select the level(s) for which your organization/ agency is prepared to train and/or coach.</p> <p><input type="checkbox"/> Basic - The audience is somewhat new to the concept and needs to learn or relearn the basics.</p> <p><input type="checkbox"/> Intermediate - The audience understands the basics but needs to apply what is learned.</p> <p><input type="checkbox"/> Advanced - The audience understands the basics, has already applied the concepts but needs to understand how to evaluate and synthesize the effectiveness of implementation.</p>		
Core Knowledge Areas	<p>Select the core knowledge area(s) for which your trainers' credentials align.</p> <p><input type="checkbox"/> 1 - Child Growth and Development</p> <p><input type="checkbox"/> 2 - Observing, Documenting and Assessing to Support Young Children and Families</p> <p><input type="checkbox"/> 3 - Health, Safety and Nutrition</p> <p><input type="checkbox"/> 4 - Curriculum</p> <p><input type="checkbox"/> 5 - Inclusive Practices</p> <p><input type="checkbox"/> 6 - Learning Environments</p> <p><input type="checkbox"/> 7 - Building Family and Community Relationship</p> <p><input type="checkbox"/> 8 - Diversity: Family, Language, Culture and Society</p> <p><input type="checkbox"/> 9 - Program Management, Operation and Evaluation</p> <p><input type="checkbox"/> 10 - Professionalism and Advocacy</p> <p><input type="checkbox"/> 11 - Social-Emotional Development and Mental Health</p>		
Trainers	<p>List all individuals your organization/ agency would like to provide trainings for the District of Columbia early learning workforce.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>		
Are trainers employees of your agency?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If no, explain:	

Target Audience of Trainings	Check all that apply. <input type="checkbox"/> Teachers <input type="checkbox"/> Administrators <input type="checkbox"/> All <input type="checkbox"/> Teacher Assistants <input type="checkbox"/> Directors <input type="checkbox"/> Other:
-------------------------------------	---

SAMPLE TRAINING MODULE

Complete this section for a sample training for one core knowledge area at the highest training content level the applicant wishes to provide to the District of Columbia early learning workforce. Please include a PowerPoint or similar file that would be used in presenting this sample training module.

Title of Training	
Training Topic	
Training Level	<input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced
Core Knowledge Area(s) Training is Aligned With	<input type="checkbox"/> 1 - Child Growth and Development <input type="checkbox"/> 2 - Observing, Documenting and Assessing to Support Young Children and Families <input type="checkbox"/> 3 - Health, Safety and Nutrition <input type="checkbox"/> 4 - Curriculum <input type="checkbox"/> 5 - Inclusive Practices <input type="checkbox"/> 6 - Learning Environments <input type="checkbox"/> 7 - Building Family and Community Relationship <input type="checkbox"/> 8 - Diversity: Family, Language, Culture and Society <input type="checkbox"/> 9 - Program Management, Operation and Evaluation <input type="checkbox"/> 10 - Professionalism and Advocacy <input type="checkbox"/> 11 - Social-Emotional Development and Mental Health
Training Goal	
Length of Training	
How often will this training be held?	
Target Audience	Check all that apply. <input type="checkbox"/> Teachers <input type="checkbox"/> Administrators <input type="checkbox"/> All <input type="checkbox"/> Teacher Assistants <input type="checkbox"/> Directors <input type="checkbox"/> Other:
Brief Description of Training	

Three Major Training Outcomes

At the end of this training, the learner will be able to:
1.
2.
3.

Learning Opportunities and Training Pace

Must be aligned with training outcomes, depth to content/Bloom's Taxonomy and core knowledge areas.

Activity/Learning Opportunities	Length of Activity	Goal of This Activity

Methods of Delivery

How will training engage auditory learners?

How will training engage kinesthetic learners?

How will training engage visual learners?

References/Resources

What scholarly resources are used to support the training content? A minimum of three from the past 10 years are required.

Title	Source		Author	Date
	<i>Name of Source</i>	<i>Type of Source</i>		

NOTE: If this is an *intermediate-* or *advanced-level training*, please include a pre-test and post-test. If this is an *advanced-level training*, please include a pre-test, a post-test and an action plan with a follow-up activity.

Signature of primary contact for organization

Date

Approval Letter – Example

April 1, 2020

DS Consulting Group
Ms. Sample
1050 First St. NE
Washington, DC 20002

Dear Ms. Sample,

Thank you for applying to become an approved trainer with the Office of the State Superintendent of Education (OSSE), Division of Early Learning (DEL). Your application has been reviewed and has been approved at the basic level. Congratulations!

You are approved to train in the following core knowledge area(s) and level(s):

Core Knowledge Area(s)	Level(s)
Child Growth and Development Observing, Documenting and Assessing to Support Young Social-Emotional Development and Mental Health	Basic

Your certification number is I-999-W20. This number must appear on all training certificates. Please do not include it in any publicity materials. Please continue to adhere to all the requirements listed in the *Trainer Approval Program Manual (June 2020)*.

Your certification expires on Jan. 30, 2023, and your first quarterly report is due on July 1, 2020. We will send you more information about the reporting process and procedures.

If further information is needed, please feel free to contact the DC Child Care Connections and Referral at OSSE.DCchildcareconnections@dc.gov or (202) 678-0027.

We value your commitment to the professional development of the early care and education workforce in Washington, DC.

Sincerely,

DC Child Care Connections

Renewal Application

The renewal application for individual and organization certified trainers is now an online application that may found through the TAP webpage on OSSE's website: <https://osse.dc.gov/publication/trainer-approval-program-tap-process>. The form presented here is provided only as an aid in the preparation of information and materials needed to complete the online application. The renewal application will ONLY be accepted as submitted online through the mentioned link. Please be sure to consult the "Renewal Application Checklist" in Appendix A of the *TAP Manual (June 2020)*.



Applicant Information	Name of Approved <input type="checkbox"/> Individual or <input type="checkbox"/> Organization: Complete Mailing Address: Website: Business or Tax ID Number: Type of Business <input type="checkbox"/> Non-profit <input type="checkbox"/> For-profit Is this organization licensed to do business in DC? <input type="checkbox"/> Yes <input type="checkbox"/> No
Primary Contact Information ORGANIZATIONS AND INDIVIDUALS	Name of Primary Contact: Title/Position: Mailing Address: Telephone Number: E-mail Address:
Training Delivery Method	<input type="checkbox"/> In person <input type="checkbox"/> Web-based instruction <input type="checkbox"/> DVD or CD instruction <input type="checkbox"/> Other platform:
Current Training Content Level	Select the level(s) for which your entity is certified to train and/or coach. <input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced
Credits	What will training participants receive after completing training? <input type="checkbox"/> Clock Hours <input type="checkbox"/> Continuing Education Units (CEUs) <input type="checkbox"/> International Association for Continuing Education and Training (IACET) Accredited <input type="checkbox"/> CEUs delivered via partnership with (college/university)

Specialized Field	<p>Is your organization representing a specialized field with trainers who do not have early childhood/child development degree or experience? Certifications must be attached.</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes, the field is:</p>
Core Knowledge Areas	<p>Select the core knowledge area(s) in which you or your trainers are currently approved to train.</p> <p><input type="checkbox"/> 1 - Child Growth and Development</p> <p><input type="checkbox"/> 2 - Observing, Documenting and Assessing to Support Young Children and Families</p> <p><input type="checkbox"/> 3 - Health, Safety and Nutrition</p> <p><input type="checkbox"/> 4 - Curriculum</p> <p><input type="checkbox"/> 5 - Inclusive Practices</p> <p><input type="checkbox"/> 6 - Learning Environments</p> <p><input type="checkbox"/> 7 - Building Family and Community Relationship</p> <p><input type="checkbox"/> 8 - Diversity: Family, Language, Culture and Society</p> <p><input type="checkbox"/> 9 - Program Management, Operation and Evaluation</p> <p><input type="checkbox"/> 10 - Professionalism and Advocacy</p> <p><input type="checkbox"/> 11 - Social-Emotional Development and Mental Health</p>
Evidence of Policy Alignment	<p>Organizations must demonstrate that their policy for hiring DC trainers meets all of the initial and ongoing trainer approval requirements as stated in the <i>TAP Manual (June 2020)</i>.</p> <p>Do you have evidence on file that the trainers listed in this application meet the Trainer Approval Program Renewal Requirements?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Quarterly Reports	<p>Did you/your organization submit timely quarterly reports for every quarter of your certification period?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

Current List of Trainers Eligible to Conduct Trainings in DC

Trainers conducting trainings in DC must meet all ECE trainer approval requirements. Only approved trainers that were listed on the initial approval application need be listed here. New trainers for organizations must submit a resume/curriculum vitae, transcripts and documentation for credits aligned to core knowledge area(s) along with sample training modules for approval.

	Trainer	Core Knowledge Area(s)	Level
1.			
2.			
3.			

4.			
5.			
6.			
7.			
8.			
9.			
10.			

Train-the-Trainer Seminars that Focus on Adult Learning Theories	<p>Did all trainers attend a train-the-trainer seminar within the three-year certification period?</p> <p><input type="checkbox"/> Yes – If yes, attach a copy of the completion certificates for each trainer.</p> <p><input type="checkbox"/> No</p>
Professional Learning Units/Clock Hours	<p>Certified trainers must accrue at least six professional learning units or clock hours annually (18 total during the three years that their certification is valid). Attach a separate sheet to list trainings.</p>
Trainer Demographics FOR INFORMATIONAL PURPOSES ONLY	<p>List Total Number of Trainers in Each Category</p> <p>Total Number of Trainers Eligible to Conduct Trainings in DC: []</p> <p>Gender: [] Female [] Male</p> <p>Ethnic Origin/Race:</p> <p>[] Black or African American [] Hispanic</p> <p>[] Japanese [] Asian Indian</p> <p>[] Chinese [] Filipino</p> <p>[] Vietnamese [] Korean</p> <p>[] Other Asian [] American Indian or Alaska Native</p> <p>[] White or Caucasian [] Other</p> <p>Hispanic Origin: [] Yes [] No</p> <p>Language: Do your trainers speak a language other than English?</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes, we have trainers that speak the following language(s):</p>
References	<p>Name of Reference One:</p> <p>Title/Affiliation:</p> <p>Relationship to Applicant:</p> <p>Phone Number:</p> <p>Email Address:</p> <p>Name of Reference Two:</p>

	<p>Title/Affiliation:</p> <p>Relationship to Applicant:</p> <p>Phone Number:</p> <p>Email Address:</p>
<p>Confirmation of Eligibility</p>	<p>I attest that the information included in this application is, to the best of my knowledge, true and accurate.</p> <p>If approved as an individual trainer/training organization, I/we will deliver trainings at the training level and in the core knowledge area(s) in which I/we have been approved.</p> <p>I have evidence on file that the trainers listed in this application, at minimum, meet the requirements for the training level and in the core knowledge area(s) in which I/our organization am/is seeking approval.</p> <p>I have read the <i>TAP Manual (June 2020)</i> and I/our organization will uphold the trainer expectations of the Trainer Approval Program (page 6 of the manual).</p> <p>I understand that approval as an individual trainer/ training organization through this application process is not equivalent to a certification and does not guarantee employment.</p> <p>_____</p> <p>Signature of individual applicant/primary contact for organization</p> <p>_____</p> <p>Date</p>

Initial Approval/Renewal Application Amendment

The initial approval/renewal application amendment is an electronic form that may be found through the TAP webpage on OSSE's website: <https://osse.dc.gov/publication/trainer-approval-program-tap-process>. The completed form must be submitted to DC CCC at OSSE.DCchildcareconnections@dc.gov.



A trainer certified through the Trainer Approval Program (TAP) may amend their approved initial approval/renewal application at any time of the year in the following ways:

- Add a core knowledge area
- Add a training delivery method
- Increase the training content level
- Add or remove trainers from the approved list (organization/exempt trainers only)

The below table lists the required supporting documentation for each type of amendment. Please refer to the “Amending an approved application” section in the TAP Manual (June 2020) for more information about the required documentation.

Item	Adding a core knowledge area(s)	Adding a training delivery method(s)	Increasing the training content level	Adding/removing trainers from the approved list
Resume(s)/ curriculum vitae(s)	Required		Required	Required
College transcripts	Required		Required	Required
Pertinent certifications/ licenses	Required			Required
Sample training module(s)	Required	Required	Required	Required
Online training information		Required if adding online training		
DVD/CD training		Required if adding DVD/CD training		

Item	Adding a core knowledge area(s)	Adding a training delivery method(s)	Increasing the training content level	Adding/removing trainers from the approved list
Documentation for credits aligned to core knowledge areas			Required	

Please complete this form and send to DC Child Care Connections (DC CCC) at OSSE.DCchildcareconnections@dc.gov. If you have any questions about this form, contact DC CCC at OSSE.DCchildcareconnections@dc.gov or (202) 678-0027.

Applicant Information	Name of Approved <input type="checkbox"/> Individual or <input type="checkbox"/> Organization: Complete Mailing Address:
Primary Contact Information ORGANIZATIONS AND INDIVIDUALS	Name of Primary Contact: Title/Position: Mailing Address (if different from mailing address entered in "Applicant Information" above): Telephone Number: Email Address:
Trainer Certification Information	TAP Trainer Approval Number: Expiration Date:
Amendment to Application Being Requested	<input type="checkbox"/> Add a core knowledge area <input type="checkbox"/> Add a training delivery method <input type="checkbox"/> Increase the training content level <input type="checkbox"/> Add or remove trainers from the approved list (organization/exempt trainers only)
Core Knowledge Areas (CKAs): Current Approved CKA(s)	Select the core knowledge area(s) for which you/your entity are/is currently certified to train and/or coach. <input type="checkbox"/> 1 - Child Growth and Development <input type="checkbox"/> 2 - Observing, Documenting and Assessing to Support Young Children and Families <input type="checkbox"/> 3 - Health, Safety and Nutrition <input type="checkbox"/> 4 - Curriculum <input type="checkbox"/> 5 - Inclusive Practices <input type="checkbox"/> 6 - Learning Environments <input type="checkbox"/> 7 - Building Family and Community Relationship <input type="checkbox"/> 8 - Diversity: Family, Language, Culture and Society

	<input type="checkbox"/> 9 - Program Management, Operation and Evaluation <input type="checkbox"/> 10 - Professionalism and Advocacy <input type="checkbox"/> 11 - Social-Emotional Development and Mental Health
Training Delivery Method: Current Approved Training Delivery Method	<p>Select the training delivery method(s) for which you/your entity are/is currently certified to train and/or coach.</p> <div> <input type="checkbox"/> In person <input type="checkbox"/> Web-based instruction </div> <div> <input type="checkbox"/> DVD or CD instruction <input type="checkbox"/> Other platform: </div>
Training Content Level: Current Training Content Level	<p>Select the level(s) for which you/your entity are/is currently certified to train and/or coach.</p> <div> <input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced </div>

ADDING A CORE KNOWLEDGE AREA(S). If adding a core knowledge area(s), complete the following section:

CKAs: Requested Amendment to Current Approved CKA(s)	<p>Select the core knowledge area(s) that you/your entity would like to add to your current TAP certification.</p> <div> <input type="checkbox"/> 1 - Child Growth and Development <input type="checkbox"/> 2 - Observing, Documenting and Assessing to Support Young Children and Families <input type="checkbox"/> 3 - Health, Safety and Nutrition <input type="checkbox"/> 4 - Curriculum <input type="checkbox"/> 5 - Inclusive Practices <input type="checkbox"/> 6 - Learning Environments <input type="checkbox"/> 7 - Building Family and Community Relationship <input type="checkbox"/> 8 - Diversity: Family, Language, Culture and Society <input type="checkbox"/> 9 - Program Management, Operation and Evaluation <input type="checkbox"/> 10 - Professionalism and Advocacy <input type="checkbox"/> 11 - Social-Emotional Development and Mental Health </div>
CKAs: Supporting Documentation Included	<p>Please ensure that the required evidence to support a CKA addition (e.g., updated resume/curriculum vitae, college transcripts, pertinent certifications/licenses, sample training module) is included with the submission of this form. Check off the included documentation and fill in the requested information below.</p> <div> <input type="checkbox"/> Updated resume(s)/curriculum vitae <ul style="list-style-type: none"> Describe what updates to the resume(s)/curriculum vitae have been made to support a CKA addition: </div> <div> <input type="checkbox"/> College transcripts <ul style="list-style-type: none"> Describe what elements in the included transcripts (e.g., courses, credits) support a CKA addition: </div>

	<input type="checkbox"/> Pertinent certifications/licenses <input type="checkbox"/> Sample training module(s) (one for each additional CKA) <ul style="list-style-type: none"> Be sure to include a PowerPoint or similar file for each sample training module.
--	---

ADDING A TRAINING DELIVERY METHOD(S). If adding a training delivery method, complete the following section:

Training Delivery Method: Requested Amendment to Current Approved Training Delivery Method	<p>Select the training delivery method that you/your entity would like to add to your current TAP certification. Please ensure that the required evidence to support this change (e.g., sample training module, online/DVD/CD training) is included with the submission of this form.</p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> In person <input type="checkbox"/> DVD or CD instruction </div> <div> <input type="checkbox"/> Web-based instruction <input type="checkbox"/> Other platform: </div> </div>
Training Delivery Method: Supporting Documentation Included	<p>Please ensure that the required evidence to support a training delivery method addition (e.g., sample training module, online/DVD/CD training) is included with the submission of this form. Check off the included documentation and fill in the requested information below.</p> <div> <input type="checkbox"/> Sample training module <input type="checkbox"/> Online training <ul style="list-style-type: none"> Log-in credentials for DC CCC to access the website: Information on how to access the modules to review the training content: <input type="checkbox"/> DVD/CD training </div>

INCREASING YOUR TRAINING CONTENT LEVEL. If increasing your training content level, complete the following section:

Training Content Level: Requested Amendment to Current Approved Training Content Level	<p>Select the training content level that you/your entity would like to increase to for your current TAP certification. Please ensure that the required evidence to support this change (e.g., updated resume/curriculum vitae, college transcripts, pertinent certifications/licenses, sample training module) is included with the submission of this form.</p> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced </div>
Training Content Level: Supporting Documentation Included	<p>Please ensure that the required evidence to support an increase in training content level (e.g., updated resume/curriculum vitae, college transcripts, documentation for credits aligned to core knowledge areas, sample training module) is included with the submission of this form. Check off the included documentation and fill in the requested information below.</p> <input type="checkbox"/> Updated resume(s)/curriculum vitae

	<ul style="list-style-type: none"> Describe what updates to the resume(s)/curriculum vitae have been made to support an increase in training content level: <input type="checkbox"/> College transcripts <ul style="list-style-type: none"> Describe what elements in the included transcripts (e.g., courses, credits) support an increase in training content level: <input type="checkbox"/> Documentation for credits aligned to core knowledge areas <input type="checkbox"/> Sample training module(s) (one for each additional CKA) <ul style="list-style-type: none"> Be sure to include a PowerPoint or similar file for each sample training module.
--	---

ADDING/REMOVING TRAINERS. If adding or removing trainers from the approved list (organization/exempt trainers only), complete the following:

Trainers: Current Approved List of Trainers	<p>List your entity's current approved trainers.</p> <ul style="list-style-type: none">
Trainers: Requested Amendment to Current Approved List of Trainers	<p>List the trainers that you would like to add to your current approved list of trainers. Please ensure that the required evidence to support this change (e.g., resume/curriculum vitae, transcripts, documentation for credits aligned to core knowledge areas) is included for each trainer with the submission of this form.</p> <p>Add:</p> <ul style="list-style-type: none"> <p>Remove:</p> <ul style="list-style-type: none">
Trainers: Supporting Documentation Included with This Amendment	<p>Please ensure that the required supporting documentation for each trainer (e.g., resume/curriculum vitae, college transcripts, pertinent certifications/licenses, sample training module) is included with the submission of this form. Check off the included documentation and fill in the requested information below.</p> <input type="checkbox"/> Resume/curriculum vitae

	<ul style="list-style-type: none"><input type="checkbox"/> College transcripts<input type="checkbox"/> Pertinent certifications/licenses<input type="checkbox"/> Sample training module(s) (one for each additional CKA)<ul style="list-style-type: none">• Be sure to include a PowerPoint or similar file for each sample training module.
--	--

Trainer Complaint Form

A formal complaint against a TAP-certified trainer may be submitted using the following form and emailing it to OSSE.TrainerComplaints@dc.gov. An official form may be found through the TAP webpage on OSSE's website: <https://osse.dc.gov/publication/trainer-approval-program-tap-process>.

Refer to the "Termination of Approved Trainer Certification" section on page 36 for specific instances in which someone may wish to file a complaint against a TAP-certified trainer. Please note that the reasons for complaint submissions are not limited to the instances mentioned.



Please use this form to report a complaint against any trainer delivering professional development to the DC early care and education (ECE) workforce. Once completed, email the form to OSSE.TrainerComplaints@dc.gov. If you wish to remain anonymous, please note this in your email. The name and email address used to submit the complaint will be deleted from the official record of the complaint. If you have any questions, please contact DC Child Care Connections at OSSE.DCchildcareconnections@dc.gov or (202) 678-0027.

Part I – Information about person reporting incident	
Name of person reporting incident	
Email address	
Phone number at which person can be reached	
Name of employer	
Part II – Complaint	
Name of trainer	
Name of training (if applicable)	
Date of incident	
Complaint	