



NACCRRA's 12-Point Plan for Improving Our Nation's Training

NACCRRA proposes a 12-point action plan to create a community-based training system that will improve the quality of child care for all children and families in all states:

1. Require minimum pre-service and in-service training for all paid providers (caring for unrelated children on a regular basis).


- Require all paid providers (caring for unrelated children on a regular basis) to have a minimum of 40 hours of training in child development and guidance, first-aid/CPR, recognizing child abuse, and basic health and safety practices *prior* to working with children.
- Require all paid providers (caring for unrelated children on a regular basis) to attend at least 24 hours of ongoing training annually. In-service training should ensure child care providers get training in each of the 13 Child Development Associate (CDA) functional areas, and lead to demonstrated levels of competence.

2. Establish national definitions for education, community-based training, and technical assistance in order to consistently define and capture professional development data on the child care workforce.

3. Adopt the 13 Child Development Associate (CDA) functional areas as the framework for developing and tracking all community-based training. The Child Development Associate credential was developed in the early 1970s for the Head Start program and is widely used throughout the United States as the foundation for child care training.

4. Create a national model career ladder/lattice for child care. A career ladder/lattice will link training and educational achievements to career progress. This is an integral part of the professional development system.

5. Expand training for program directors that addresses core management and leadership competencies and results in a national credential, for those who administer early care and education programs. The credential will be competency-based and linked to a formal credit bearing program, preferably a graduate level management degree.



6. Expand training options in languages other than English and in distance education for child care providers that include training in child abuse prevention, identification and reporting, and basic health, safety, and nutrition. Widespread availability of on-line training will make it possible for more child care providers to receive training, particularly for those in remote areas. It would also allow CCR&R trainers to spend more time in providing on-site technical assistance and competency assessment through observation.

7. Develop child care provider wage incentive, bonus, and recognition models that reward higher levels of training and competency. Work with parents, businesses, philanthropic organizations, and government to identify recommended sources of funding. In order to get child care providers to stay in the field, the workforce must be able to earn a decent wage and advance in their field.

8. Require all child care trainers to meet standard training qualifications and develop a national trainer credential. The credential will be competency-based and include an on-site evaluation of the trainer by a qualified trainer.

9. Develop “best practices” for the delivery of training and technical assistance and implement a national Quality Assurance certification for those meeting these standards. The standards will include requirements for training and technical assistance staff, for how often technical assistance is provided on-site; and maximum caseloads for training and technical assistance staff.

10. Provide distance education training for CCR&R trainers and technical assistance staff. The courses will address adult learning styles, how to conduct observations, and how to work in different types of settings (family child care homes, child care centers, etc.).

11. Implement a CCR&R community-based training and technical assistance tracking database. This database will allow CCR&Rs to track and report on the training and technical assistance they offer individual providers and child care programs. It will also create transcripts for providers to document the training they receive. Finally, this database will link to other training registries, including those of higher education.

12. Develop training and technical assistance evaluation models and assessment measures. These will be designed to evaluate the effectiveness of training in improving individual child care provider competency. Evaluations will also measure the extent to which child care program quality improves as a result of training and technical assistance activities.

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