



IMPLEMENTATION CONSIDERATIONS #3

CCDBG ACT OF 2014

Licensing Staff Qualifications, Training, and Support **[Section 658e(C)(2)(K)(I)(I)]**

What are the educational and experience qualifications for staff that do inspections and are they adequate?

- Staff that inspect licensed facilities?
- Staff that monitor license-exempt facilities in the subsidy program?

Do the educational requirements include content in early childhood, child development, or other related fields?

- Staff that inspect licensed facilities?
- Staff that monitor license-exempt facilities in the subsidy program?

Is the licensing or subsidy agency able to set qualifications for these positions or are they under the Civil Service system?

Does orientation training for new staff adequately prepare them for their role?

Are staff required to complete annual ongoing training? If yes, is there a minimum number of hours?

- Staff that inspect licensed facilities?
- Staff that monitor license-exempt facilities in the subsidy program?

What content areas are required in the orientation and ongoing training?

- Topics related to provider requirements and monitoring policies and processes?
- Topics related to child development, health and safety, emergency preparedness?
- Topics related to relationships and communication with providers?

What sources of training for licensing and subsidy staff are accessible?

- Agency training?
- Local, state, or territory conferences?
- Community-based organizations?
- National conferences?

- Online training and Webinars?
- Consultants?
- Other?

Is staff training reflective of job responsibilities such as:

- License application review?
- Inspections?
- Complaint investigations?
- Technical assistance to providers?
- Training providers?
- Referrals to resources?
- Other?

What tasks are staff that monitor license-exempt facilities in the subsidy program expected to perform?

- Application review?
- Inspections or visits to providers?
- Complaint investigations?
- Technical assistance to providers?
- Training providers?
- Referrals to resources?
- Other?

What is the knowledge that monitoring staff are expected to maintain?

- Child development?
- Infant and toddler care?
- School-age care?
- Behavioral challenges?
- Local, state, and territory resources for providers and families?
- Other?

What kinds of resources are available for staff to perform their jobs?

- Policy manuals?
- Interpretive guidelines?
- Access to supervisory support?
- Administrative staff support?
- Legal staff support?
- Other?

What kinds of electronic tools are available for staff to perform their jobs?

- Database system?
- Electronic monitoring forms?
- Laptops or tablets?
- Cell phones?
- Cameras?
- Printers?
- Measuring tools?
- Other?

If your State has a database system to support the work of monitoring staff, does it perform these functions?

- Provide supervisory oversight?
- Manage caseloads?
- Analyze compliance data?
- Determine staff performance?
- Evaluate workload needs?
- Assess potential enforcement actions?
- Determine differential monitoring levels?
- Identify staff training needs?
- Evaluation agency performance?
- Other?

If your State or Territory has a database system to support the work of monitoring staff, does it connect these systems?

- Child care subsidy system?
- Child protection services?
- Human services (such as Temporary Assistance for Needy Families or the Supplemental Nutrition Assistance Program)
- Child care resource and referral?
- Professional development practitioner registry?
- Consultant or training registry?
- Quality Rating or Improvement Systems or other quality systems?
- Child and Adult Care Food Program

Are there sufficient Information Technology resources for making the changes? What resources are needed to improve the database system to perform needed functions?

- Funding?
- In-house technology staff?
- Outside contractor?
- Support from agency leadership?
- Other?

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