



State of Florida
Department of Children and Families

Ron DeSantis
Governor

Shevaun L. Harris
Secretary

December 19, 2023

Dear Interested Party,

The Department of Children and Families (Department), Office of Licensing contracted for a full evaluation of child care mandatory training and competency exams. The evaluation focused on analyzing and assessing the training system, instructional design, content, alignment, and effectiveness. The project summary and resulting recommendations are included in the *Reframing and Training Recommendations* report.

Recommendations fall into 12 tasks. The recommendations are also grouped by phases following a sequential order which will allow for improved training and testing systems over time.

- *Phase I* recommendations focus on acquiring the data that will be necessary for making fact-based decisions about moving forward and planning in *Phases II* and *III*.
- *Phase II* recommendations will facilitate the development of mid- and long-term planning and logistics coordination. Essentially, this is the strategy and blueprinting phase.
- *Phase III* recommendations cover the resequencing, redesign, and redevelopment of training materials; development of new materials; and the rollout of new technologies.

The Department has prioritized implementation of online/computer-based testing and all Phase I recommendations and will continue to work on all recommendations in the report. Please let us know if you have any questions or would like to discuss the report.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sharron Washington".

Sharron Washington
Assistant Secretary
Quality and Innovation

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Florida Department of Children and Families (DCF)

Child Care Training Evaluation and Reframing

RFQ 2223 049

June 28, 2023

Reframing and Training Recommendations





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Revision History

| Version | Date | Author(s) | Revision Notes |
|---------|---------|-----------|------------------------------|
| 1.0 | 6/19/23 | ISF Team | Initial submission to DCF |
| 1.1 | 6/28/23 | ISF Team | Update based on DCF feedback |



Acronyms

| Acronym | Definition |
|---------|---|
| AMAP | Achieving and Maintaining Quality in Afterschool Programs |
| BOSR | Behavioral Observation and Screening |
| CAAN | Child Abuse and Neglect |
| CCPO | Child Care Personnel Orientation |
| CGDR | Child Growth and Development |
| D1 | Deliverable 1 |
| D2 | Deliverable 2 |
| D3 | Deliverable 3 |
| DCF | Florida Department of Children and Families |
| HOME | Family Child Care Home Rules and Regulations |
| HSAN | Health Safety and Nutrition |
| ILT | Instructor-Led Training |
| ISF | (formerly known as) Information Systems of Florida, Inc. |
| ITPR | Infant Toddler Appropriate Practices |
| JTA | Job Task Analysis |
| LT | Long Term |
| MT | Medium Term |
| OJT | On-the-Job Training |
| PSPR | Preschool Appropriate Practices |
| PST | Performance Support Tool |
| RNRF | Rules and Regulation Facility |
| SAPR | School Age Appropriate Practices |
| SME | Subject Matter Expert |
| ST | Short Term |
| TCA | Training Coordinating Agency |
| TRS | Transportation Safety |
| UDAP | Understanding Developmentally Appropriate Practices |
| SNP | Special Needs Appropriate Practices |
| sOJT | Structured On-the-Job Training |
| SOP | Standard Operating Procedure |
| TCA | Training Coordinating Agency |
| TRS | Transportation Safety |
| vILT | Virtual Instructor-Led Training |

1 Executive Summary

The ISF Team (ISF and Change by Design) was contracted by the Florida Department of Children and Families (DCF) Office of Licensing and performed an evaluation of the DCF Child Care training and testing infrastructure. The current set of DCF mandatory courses, testing methods, and supporting systems were reviewed and assessed for completeness of content, modifications of approach, and effectiveness of delivery. A series of focus groups and a statewide survey of Florida child care providers and administrators were conducted to gather end user feedback on the current and desired state of child care training and testing. These initial steps were documented in the previous deliverable documents for this project.

For this deliverable, ISF has provided specific recommendations for modernizing the existing training and testing processes and infrastructure with a series of short-, medium-, and long-term reframing objectives, with supportive rationale based in prior findings. These have been subdivided into phases of research, planning, and implementation in order to provide DCF with actionable items to meet the original project goals. All recommendations were evaluated against and are aligned with existing federal and state requirements. An overall change management set of approaches are provided to assist DCF with the necessary business transformation steps to implement these reframing recommendations more effectively and efficiently.

2 Project Overview

ISF was contracted by DCF to evaluate the status of and determine the means to improve child care personnel training requirements and testing procedures. This initiative included the high-level components shown in the graphic below.

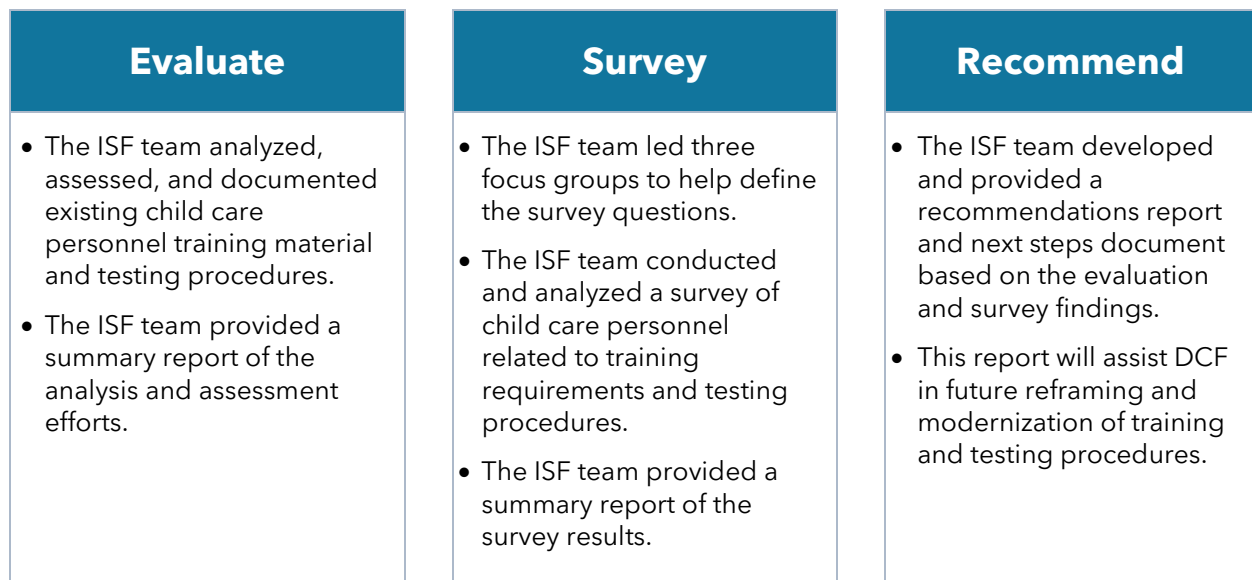


FIGURE 1: HIGH-LEVEL PROJECT COMPONENTS

ISF began the process with a thorough review of recent DCF child care training materials, which resulted in an evaluation matrix that summarized the effectiveness of the materials. This current state evaluation provided the “as is” baseline of child care training and testing efforts in Florida.

A detailed survey of statewide child care training initiatives and effectiveness was conducted, targeting current child care stakeholders involved with training and testing efforts. The results of this survey were synthesized to determine current provider sentiment regarding available training, as well as provider-recommended modifications for future training.

ISF generated a final summary and recommendations report (this document), with proposed adjustments and next steps for DCF to reframe and modernize mandatory child care training and evaluation procedures. This report will further recommend a high-level implementation approach for future DCF child care reframing efforts.

3 Deliverable Content

Deliverable 3 consists of the following:

- This report that provides recommendations to the DCF child care training system, the testing system, and its supporting infrastructure based on the evaluation work documented in Deliverable 1 (Training Evaluation and Summary Report) and the analysis work documented in Deliverable 2 (Survey Analysis Report) of this project.
- Supporting documents - The supporting documents that have been embedded into the appendices of this report documents include:
 - Appendix A: Course Content Duplication Tables
 - Appendix B: Evaluation Measurement Tool

This report is the culminating deliverable resulting from the Child Care Training Evaluation and Reframing project. Deliverable 1 was the result of the evaluation stage of this reframing initiative that evaluated the current DCF sets of mandatory courses, testing methods, and supporting systems. Deliverable 2 was the result of the analysis stage of this reframing initiative that used focus groups and surveys of instructors and job incumbents to identify the current user experience and desired changes. This report is the third deliverable in the project and focuses on recommendations for reframing the curriculum, the testing system, and associated infrastructure.

In Section 4: Methodology, a brief recap is provided on the previous stages of this reframing project (beginning in December 2022) and how they set the stage for the identification of recommendations. Section 4 discusses how the recommendations were distilled from previous work and organized into a structure for best future implementation.

In Section 5: Recommendations, the recommendations documented in previous stages of this reframing project are laid out in a phased structure: *Phase I: Research*; *Phase II: Planning*; and *Phase III: Revision, Design, and Development*. These phases are intended to go in sequence. Within each phase, recommendations, sub-recommendations, and action steps are provided. These are also listed in a recommended sequence for best implementation. However, the sequence within the phases may be adjusted as needed.

Phase I: Research involves the due diligence work needed to make informed decisions about which projects to pursue and how to set the stage for planning. The recommendations under *Phase II:*

Planning take what was learned in *Phase I* and use it to systematically build plans for (1) a new training and testing framework and (2) a new training and testing infrastructure. In *Phase III: Revisions, Design, and Development*, the plans of *Phase II* are used to guide revisions, conduct new development, and implement appropriate technologies in support of training and testing.

In Section 6: Change Management¹, the idea of proactively positioning the upcoming changes within the organization is discussed, and concrete action steps are provided. This section cites the use of *communication campaigns* as a key component for engendering openness and participation within the organization. It gives several ideas for what these campaigns should communicate, such as the vision of better processes, practices, and outcomes; benefits to child care providers and the children and families they serve; and how to make the adjustments necessary to engage the change.

This section also discusses how to select a team responsible for change management. These stakeholders should include district leaders, trainers, directors, and teachers who see value in the changes and support them, and who will communicate their quick acceptance of changes and their improved work experience.

In Section 7: Alignment of Recommendations with Federal and State Requirements, analysis is conducted to determine how the recommendations provided herein aligned with federal and state laws, rules, regulations, statutes, administrative code, policy, and other requirements. The conclusion is that all recommendations within this report are aligned with these requirements.

In Section 8: Recommendations Summary, a recap is provided of all recommendations in this report.

¹ *Change management* is the application of a structured process and set of tools for leading the more human-centric aspects of change to achieve a desired outcome. Change management helps individuals impacted by a change make the successful personal transitions that enable them to engage, adopt, and use a change.

4 Methodology

The initiative to reframe the child care provider curriculum and its supporting systems was structured into three major components:

1. Evaluation - conducted between December 2022 - March 2023; reported in Deliverable 1; submitted March 9, 2023.
2. Analysis - conducted between March - April 2023; reported in Deliverable 2; submitted April 20, 2023.
3. Recommendations - conducted between May - June 2023; reported in Deliverable 3; this document.

4.1 Recap of evaluation activities

The first component of the reframing initiative was an evaluation of the existing curriculum and supporting materials. ISF began the curriculum reframing initiative with a thorough review and evaluation of recent DCF child care training materials. To begin this process, a series of meetings was held with representatives from DCF and the ISF team in attendance. These meetings established a vision for the project, defined its scope, explained the data provided, informed ISF about what is already known about the gaps in the training and testing systems, and validated ISF's thinking about how to approach the evaluation and which performance measures to apply.

After a thorough review of all documents and data provided by DCF, key indicators of quality and effectiveness were devised to evaluate each mandatory course in the child care provider training curriculum. To build the evaluation tool, measurement statements were developed, a measurement tool was created, and a rating system was formulated. DCF was consulted, and they approved the construction of the evaluation tool. The resulting Evaluation Measurement Tool was used to evaluate the current status of staff training and testing procedures. A "Comments" column provides space to explain the evaluator's rationale and capture ideas for improvement. See Appendix B: Evaluation Measurement Tool in this document for the embedded results of that evaluation. Additional details can be found in Deliverable 1.

4.2 Recap of analysis activities

The second component of the reframing initiative was an analysis effort, starting with a set of focus groups and surveys. Staff from DCF identified a sample of child care professionals to invite to focus groups based on defined criteria of professional roles and experience. A total of seven focus groups were held to capture volunteer contributor input. For each focus group session, participants discussed their perceptions and experiences with the quality, effectiveness, availability, and accessibility of the Child Care Introductory Training and the testing system. Participants in each session viewed the list of required courses to refresh their memory.

The ISF team then used focus group data to inform the development of survey questions. The client-approved survey consisted of 21 questions across five sections (demographics; experience with child care courses; experience with child care competency exams; daily activities of the job; and suggested improvements to courses and exams).

Findings from both the focus groups and surveys painted a picture of what instructors, early career CCPs, and experienced CCPs encounter as they interact with the curriculum and its infrastructure. The findings also captured what these users would like to see changed. Detailed results can be found in Deliverable 2.

4.3 Determination of recommendations

The third component of the reframing initiative is the distillation of previous evaluation and analysis findings into concrete recommendations and implementation steps. This report is the outcome of that effort. To create the list of recommendations captured in this report, Deliverables 1 and 2 were reviewed for implications from those findings.

The recommendations were then organized by their relationships (i.e., grouping recommendations that were distinct, but similar to others; organizing individual recommendations which enabled more inclusive recommendations into a hierarchical arrangement). For example, it was discovered in working with the material that the completion of several recommendations was necessary to achieve the more complex recommendation. Therefore, the recommendation *Create a Curriculum Map* is depicted in this report with several sub-recommendations nested beneath it.

The recommendations were then further organized into timeframes, forming a critical path, to depict which steps should be sequenced before others in order to lay the necessary foundation for future work. From this exercise, three phases emerged: *Phase I: Research*; *Phase II: Planning*; and *Phase III: Revision, Design, and Development*. The recommendations in these phases are intended to be followed in sequence to maximize efficiency and effectiveness. However, this sequence may be adjusted to accommodate other factors.

It should also be noted that this report considers the idea of change management. **Section 6: Change Management** discusses targeting communication to the organization along the path of innovation to inform about progress and position changes positively, with the goal of gaining support and encouraging adoption organization-wide.

5 Recommendations

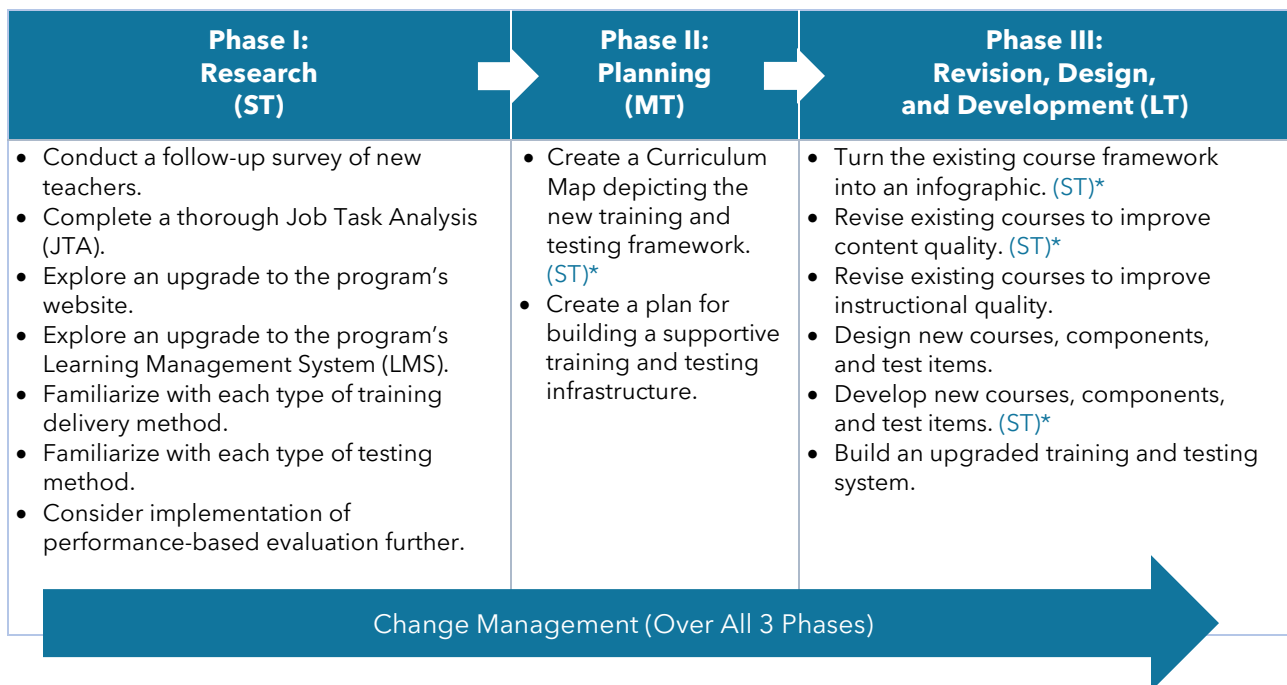
This section lists the data-driven recommendations which have emerged as a result of the evaluation and analysis activities reported in Deliverables 1 and 2. To best operationalize the recommendations, they have been structured into three overarching phases: *Phase I: Research*; *Phase II: Planning*; and *Phase III: Revision, Design, and Development*.

5.1 Sequencing of phases and recommendations

These phases are intended to be completed sequentially, with *Phase I: Research* being completed in the shorter term (ST), *Phase II: Planning* being completed in the medium term (MT), and *Phase III: Revision, Design, and Development* to be completed in the longer term (LT). Suggestions for change management are applicable across all three phases.

A caveat to this sequencing: A few recommendations which fall under *Phases II and III* have been tagged as ST because they are either relatively quick to complete or are part of a critical path which would pave the way for greater progress. These short-term efforts can help address immediate issues, while still contributing to longer term efforts. DCF may opt to execute the items labeled as “ST” first, to begin making essential progress right away and demonstrate some quick growth.

See the high-level organization of recommendations in the graphic below.



*Suggests completing the recommendation or part of the recommendation in the Short Term (ST).

FIGURE 2: STRUCTURE OF RECOMMENDATIONS

5.2 Sequencing of action steps

Many of the recommendations shown in the graphic above include *sub-recommendations*. The sub-recommendations are then broken down into implementable action steps. All recommendations, sub-recommendations, and action steps within each phase have been ordered. However, in some cases, it may make sense to complete actions out of sequence and/or simultaneously with other efforts. Therefore, these should be completed in whichever sequence seems fitting.

5.3 Alignment with current operations

Many of the changes recommended herein will necessitate modifications to the state's current operational and technical environments. Many of the recommendations center on changes which will require changes to the operational workflow and technical capacity currently in place. Recommendations that will have this sort of impact include the following:

- Training delivery methods
- Testing methods
- Task prioritizing and resulting curriculum re-sequencing
- Training requirements along a professional development path
- Restructuring (and eliminating) some existing courses to reduce overlap
- Utilizing performance support tools² in place of some training content
- New course development

*Most of the changes recommended are **not** consistent with the state's current operational and technical environments. However, there are also recommendations in this report for the adjustments to the training and testing infrastructure (i.e., logistics and technology) that these changes require.*

² *Performance support tools* are materials that extend learning outside of the primary training activity to increase employee performance and productivity. These materials can supplement other training activities by providing learners with reliable, quick information that they can access on demand. Standard Operating Procedure (SOP) documents and short training videos are two examples.

Phase I: Research



In this first phase, some necessary preliminary research, or due diligence, is completed in order to make informed, defensible decisions about improving training, modernizing testing, and updating the infrastructure which supports both training and testing. The recommendations for research are listed and explained below.

5.4 Conduct a follow-up survey of new teachers

Sequence: Short Term (ST)

It is recommended that a follow-up survey be conducted among teachers with 0-3 years of experience at the earliest possible date. The survey conducted as part of the analysis portion of the reframing initiative was distributed to 12,723 individuals, and 84% of respondents identified their current role as a director/owner. Consequently, 66% of respondents to the 2023 training and testing survey had reported completing the introductory training courses and exams more than 6 years ago (e.g., last completed in 2008 - 2018). When ISF reviewed the survey participation group metrics, early career educators were not as well-represented. An additional targeted follow-up survey would enhance the findings of this report.

The most appropriate audience to survey for the current (2020-2023) training and testing system will be current and new teachers with approximately 0-3 years of experience, as they have recently completed the current versions of the required training courses and exams. Information gained from this particular population of teachers is deemed valuable for *Phase II: Planning* and *Phase III: Revision, Design and Development*.

Action Steps:

1. Distribute the survey and capture survey response data.
2. Analyze the findings to inform improvements (e.g., training, testing, technology, communication) and determine the sequencing of changes.
3. Communicate findings with the teams conducting *Phase II* and *Phase III* as well as with key stakeholders that support the current novice teachers (e.g., trainers, directors).

5.5 Complete a thorough Job Task Analysis (JTA)

Sequence: Short Term (ST)

A Job Task Analysis³ (JTA) is a process which aims to describe the physical actions and cognitive activities required to complete a task. It is an investigation which answers: *Who does what, when, why, how, and how well?* A detailed analysis can help build job descriptions; prioritize training; determine training sequence and timelines; provide accurate, relevant content; create focus and alignment; structure training into additional tiers of competency; and much more. The JTA is an essential first part of any curriculum re-architecting effort.

Action Steps:

1. Go through the normal channels to source and hire a vendor to complete the JTA. Look for previous JTAs completed and specialized experience of the vendor's team. Value the quality that a vendor can provide here, as the JTA will lay a foundation for all future curriculum improvement efforts. Quality during this stage will transfer to quality later.

*The JTA will lay the foundation for all future curriculum improvement efforts.
Quality during this stage will transfer to quality later.*

2. Complete the JTA. This will involve one or more rounds of on-site observations, group and/or one-on-one interviews, documentation, and validation with job incumbents, supervisors, administration, and/or others. The tasks involved in doing the job will be discreetly listed and contextual/supporting information about the tasks will be included.
3. Document the entire analysis in a **Job Task Analysis Report**.

³ *Job Task Analysis (JTA)* refers to a process which aims to describe the physical actions and cognitive activities required to complete a task. It also includes contextual information such as standards. The process involves observations and interviews with job incumbents (and sometimes with their superiors and subordinates).

5.6 Research technological upgrades

5.6.1 Upgrade the program's website

Sequence: Short Term (ST)

According to user comments revealed in the evaluation and analysis, using the program's current website to access training-related information is a frustration and hindrance to productivity. Requests were made by participants of both the focus groups and survey responses to make the website more user-friendly and navigable to make it easier to complete learner processes (such as registration for courses and exams) and employer processes (such as managing registrations and payments, confirming course and exam completions, and centralizing exam locations and availability). In fact, in the written survey responses, 20% of the training-related statements were focused on either technical issues experienced with registration or on requests for website improvements.

In the written survey responses, 20% of the training-related statements were focused on either technical issues experienced with registration or on requests for website improvements.

Action Steps:

1. Benchmark similar sites for desired features.
2. Conduct a usability study to analyze how the technology is used by its users:
 - Define the user audience,
 - Document audience needs and the processes for which the site will be used,
 - Document how users currently move through the website (preferably users who use the current site *infrequently*), and
 - Note how to improve the user friendliness and efficiency of the design.

It is recommended that a usability study be conducted with child care professionals in the field (e.g., novice teachers, directors, owners) who access the website to complete tasks. The professionals who access the website and registration processes *infrequently* are the best sources of feedback on the intuitiveness of the site. It is recommended to use the results of the usability study to later inform design changes and improve overall quality of function.

3. Speak with multiple website builders for advice and preliminary idea of costs, before determining direction.

5.6.2 Upgrade the Learning Management System (LMS)

Sequence: Short Term (ST)

A more robust LMS than is currently in place could become a user-friendly hub for learners' performance improvement efforts. It would make it easier for learners to access their training requirements, upcoming dates, and other related information; sign up for training and testing; access online training and testing; and view their performance and progress.

Powerful LMSs also dictate training sequence, make social learning a strategic instructional design option, send lessons out to learners on a schedule, track student activity, report on data like module usage and exam item response trends, detect cheating, schedule emails, and push notifications out to learners.

A note of special importance: As online exams are considered; the issue of cheating becomes something to consider. Modern LMSs can be a significant part of the effort to ensure testing integrity.

Action Steps:

1. Benchmark similar sites/systems for desired features and pricing.
2. Conduct a usability study to analyze how the technology is used by its defined user audience.
3. Complete a cost-benefit analysis to make a case for the website upgrade expenditure.
4. Speak with multiple vendors (who would help implement the LMS) to get an idea of what to consider when selecting an LMS and how to go about implementing it. Also gather vendor pricing.
5. Document all research in a dedicated document, such as a **Collaborative Research Log** or a **Collaborative Restructuring Plan**⁴.

⁴ A *Collaborative Restructuring Plan* refers to a document set up to capture (in one document) all efforts over time related to implementing these recommendations. It can be located for global access, such as in a cloud-based Google doc, and structured ahead of time according to initiatives and parties/teams responsible for the initiatives.

5.7 Research *training* delivery methods

Sequence: Short Term (ST)

Although the current training is primarily delivered live, other delivery methods should be explored. It is very possible that other delivery methods may achieve a better instructional experience as well as improve the cost of delivery.

Based on the data provided by DCF and discussed in D1, over a period of 30 months from July 2020 – December 2022, there have been 32,877 instructor hours provided in physical classrooms across all child care courses statewide. For illustrative purposes, at an average trainer wage of \$16.64⁵ per hour, this equates to a cost of \$547,073.28 to the state of Florida over the period of 2.5 years to train live classes. At an average instructor rate of \$25 per hour, this would equate to a cost of \$821,925.00 over the time period of 2.5 years.

On the other hand, over the same period from July 2020 - December 2022, the instructor hours that have been avoided by learners taking online eLearning courses rather than live classes is 98,897 hours. At an average trainer wage rate of \$16.64 per hour, this represents a cost avoidance of \$1,645,646.08 over the time period of 2.5 years. At an average instructor rate of \$25 per hour, that could be a cost avoidance of \$2,472,425.00.

*[In] the... period from July 2020 - December 2022, the instructor hours that have been avoided by learners taking online eLearning courses rather than live classes is 98,897 hours. At an average trainer wage rate of \$16.64 per hour, **this represents a cost avoidance of \$1,645,646.08** over the time period of 2.5 years. At an average instructor rate of \$25 per hour, that could be a cost avoidance of \$2,472,425.00.*

Avoidance of labor costs is one attractive reason to move toward...eLearning.

Avoidance of labor costs is one attractive reason to move toward utilizing more self-paced, online eLearning. However, *if live training is not built to capitalize on its experiential, hands-on nature* (and is instead reliant on lecture), eLearning might also be a better delivery option to optimize engagement and learning. Note that there are costs associated with a self-paced eLearning platform as well, including maintenance of the Learning Management System (LMS) and technical support. Therefore, a thorough cost analysis would be required to weigh all factors and outcomes to determine the right investment for the future.

At this point, becoming familiar with and informed about the available delivery options is an important step in the upfront due diligence process.

⁵ Average wage of trainers according to Division of Early Learning, Demographics Workforce Report - Statewide - Wage, as of Tue Mar 07 09:00:54 EST 2023. Note that wages were self-reported by trainers.



Action Steps:

1. Research and consider each type of training delivery method to determine the most effective use: Instructor-Led Training (ILT), Virtual Instructor-Led Training (vILT), eLearning, Structured On the Job Training (sOJT), and Performance Support Tools (PSTs).
2. Research and consider the learning advantages versus disadvantages of each type of training delivery method: ILT, vILT, eLearning, sOJT, and PSTs.
3. Research and consider the costs versus benefits of each type of training delivery method: ILT, vILT, eLearning, sOJT, and PSTs.

5.8 Research *testing* facilitation methods

Sequence: Short Term (ST)

The *Child Care Training Competency Administration Guide* outlines the complex logistics required to maintain the child care training testing system. The extensive process of planning, implementing, and following up exam sessions is resource-intensive, outdated, and inefficient by today's standards. Therefore, it is suggested DCF explores options beyond its current in-person testing system, which occurs across physical locations and often involves accessibility and availability issues.

In addition, some of the data gleaned from the evaluation, focus groups, and survey stages of this reframing initiative evidenced the need for more innovation in testing. For example, as reported in D1, the trend in statewide data showed a severe drop off in exam administration once Part I Mandatory Courses are taken. (As an aside, this corresponded to the trend showing a decrease in “classes held” once all Part I Mandatory Courses are taken.) The figure below shows the distinction between exams administered for Part I Courses and Part II Courses for 2021-2022. Similar patterns were seen in all years that were evaluated.

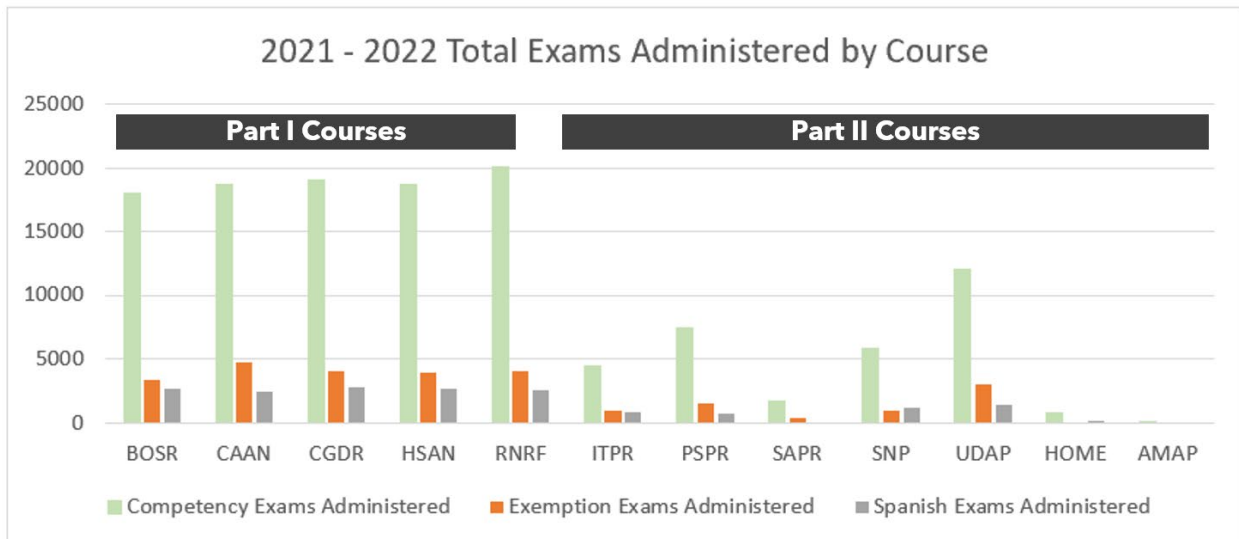


FIGURE 3: 2021-2022 EXAMS ADMINISTERED BY PART I VS PART II GROUPINGS

This could reflect child care providers leaving the field after the mandatory courses. Factors may include job conditions, training which fails to adequately prepare providers for the real-world demands of the job, and/or testing conditions which are inconvenient or stressful. Perhaps learners who are failing the exams time and again become discouraged and leave the field. Further investigation is warranted to confirm what the data trends mean, why they are occurring, and how to intervene.

The trend in statewide data showed a severe drop off in exam administration (and classes held) once Part I Mandatory Courses are taken. This could reflect child care providers leaving the field after mandatory courses due (in part) to testing conditions that are inconvenient or stressful.

Test items may be written, video-based, game-based, performance-based, or virtual performance-based. If one or more qualified vendor(s) designs these items, they will be able to determine which tasks and skills would best be evaluated in each format. For example, recall of definitions may best be measured via written items; on the other hand, skill in interacting with a child to help him/her sort out a conflict with another student in the most respectful, “safe” way might best be measured via a live game-based evaluation (GBE); alternatively, a similar interaction could be role played between learner and evaluator remotely, and scored by the evaluator via virtual performance-based evaluation (vPBE).

In advance of making any solid decisions about testing, some familiarization with the world of test options would be beneficial.

Action Steps:

For online testing (including multiple choice, video-based, and gamified items), PBE, and vPBE:

1. Research and consider each type of testing method and how it is best used.
2. Research and consider the advantages versus disadvantages of each type of testing method.
3. Research and consider the costs versus benefits of each type of testing method.

5.9 Implement a performance-based evaluation (PBE)

Sequence: Short Term (ST)

Performance-based evaluation (PBE) is a system of assessing learners’ knowledge and skill through a display of performance. In this system, learning is not measured by a multiple-choice test or quiz. Instead, learners are given test assignments in real-world situations or that mimic real-world situations, and then are given the chance to apply their skills and knowledge through various performance tasks. A performance assessment encourages learners to make good decisions, rather than search for the correct answer.

While performance-based evaluations and virtual performance-based evaluations (vPBEs) require more resources, they are a far better, more valid test of a learner’s complex skill than are written tests.

A qualified vendor would be able to develop performance-based test items and virtual performance-based items—complete with all their components, including the item that the learner sees which explains the challenge, a learner-facing performance checklist so that the learner knows the behavioral expectation, an evaluator preparation guide, and an evaluator-facing checklist which is formatted to rate performance and record observations and other notes.

Action Steps:

1. Research and consider the advantages versus disadvantages of incorporating PBEs and/or vPBEs into the testing system.
2. Research and consider the costs versus benefits of incorporating PBEs and vPBEs into the testing system.
3. Weigh the advantages and disadvantages, as well as the costs and benefits of a PBE and/or vPBE system. If this is something the organization would like to pursue, it can be planned more concretely in the next phase, *Phase II: Planning*.

4. Document all research in consideration of a performance-based evaluation system in a dedicated document, such as a **Collaborative Research Log** or a **Collaborative Restructuring Plan**.

Phase II: Planning



The insights gleaned from upfront research will inform all planning efforts in *Phase II* of this reframing initiative. Planning will involve thinking through the vision of a more efficient, more effective curriculum, and capturing this vision in the form of a plan. It will also involve planning and documenting how to configure the training and testing infrastructure to best support preparation, delivery, and follow up of training and testing. A blueprint should be drawn before building a new curriculum, and the high-level plans that follow serve as the blueprint here.

The recommendations for planning are listed and explained below.

5.10 Create a Curriculum Map⁶ depicting the new training and testing framework

There are several sub-recommendations listed under this heading which, once completed, will enable a Curriculum Map to be built. A Curriculum Map is a visual overview of what will be trained and when the training will be facilitated along a learner's educational path; it can also capture other tracking information, such as skills trained and the duration of time it takes to complete each instructional item. One map can be developed for each job (or set of jobs) that shares the same set of instructional requirements.

The goal of building a Curriculum Map is to create the most helpful and inclusive "bird's-eye view" of curriculum.

Here are sample renditions of what a blank Curriculum Map might look like. The table below is conceptualized as something that would be more of an administrative document. The visual is meant to be an example of something more practitioner-facing and could even be interactive (i.e., a viewer could click on a section they would like to know more about, with hyperlinked information provided).

⁶ A *Curriculum Map* is a visual overview of what will be trained and when it will be trained along a learner's educational path; it can also capture other information, such as skills trained and the duration of time it takes to complete each instructional item.

TABLE 1: EXAMPLE OF A (BLANK) ADMINISTRATIVE-FACING CURRICULUM MAP

| Job: | | | | | | |
|-----------------------|--------------------------------------|------------------------|--------------|---------------|--|--------------------------------|
| Timeframe (by end of) | Courses and Instructional Components | Estimated Learner Time | Credit Hours | Tasks Trained | Knowledge, Skills, and Attitudes Trained | Federal/State Requirements Met |
| Day 1 | | | | | | Add rows as needed |
| | | | | | | |
| Month 1 | | | | | | Add rows as needed |
| | | | | | | |
| Month 3 | | | | | | Add rows as needed |
| | | | | | | |
| Month 6 | | | | | | Add rows as needed |
| | | | | | | |
| Year 1 | | | | | | Add rows as needed |
| | | | | | | |
| Year 2 | | | | | | Add rows as needed |
| | | | | | | |

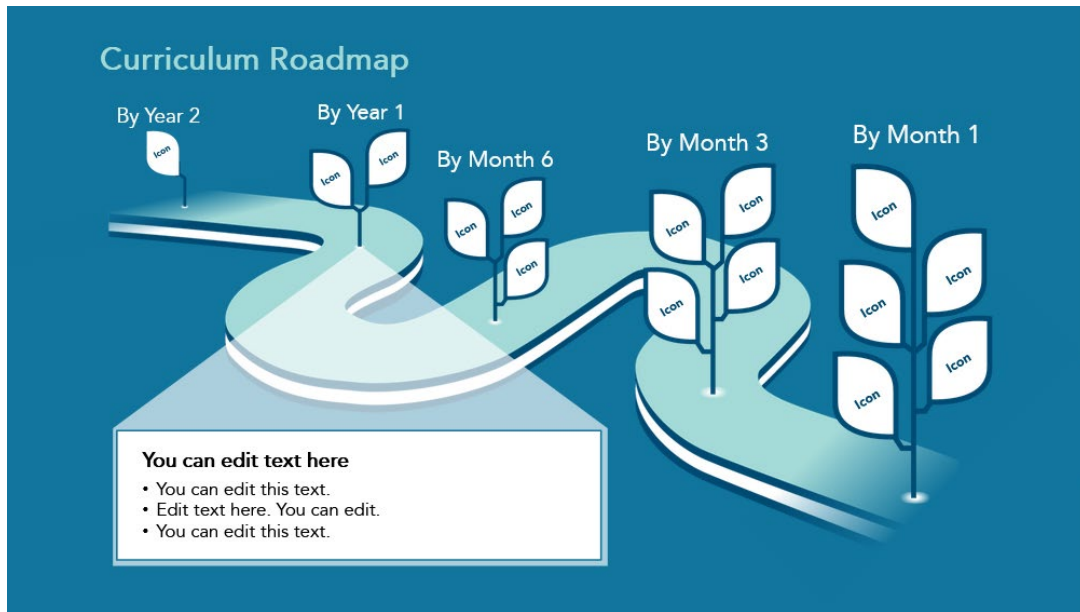


FIGURE 4: EXAMPLE OF A LEARNER-FACING CURRICULUM MAP TEMPLATE

5.10.1 Identify training priorities for each job

Sequence: Short Term (ST)

Survey respondents indicated that there were a number of courses (e.g., BOSR, CGDR) which were not necessary for a Day 1 knowledge base. Therefore, courses should be reviewed in light of a newly-conducted Job Task Analysis to determine whether they match with knowledge, skills, abilities, and attitudes required by entry-level teachers.

Once an analysis of all job tasks has been completed, training priorities for each job can be determined based on *criticality*⁷, *first time performed*⁸, *frequency of use*⁹, and *difficulty*¹⁰ of the tasks involved. It is at this point that training course needs become evident by day 1, month 1, month 6, month 12, month 24, etc. In addition, this exercise often points to ways to eliminate low-priority material from the mandatory roster.

Action Steps:

1. Gather information about priorities at the task level via interviews and surveys. This will give the most sensitive and true picture of priority.
2. Calculate ratings for each task by each individual measurement area. A single composite number indicating overall priority may also be useful.
3. Document results in a **Training Priorities Report**.

5.10.2 Reduce overlap between courses

Sequence: Short Term (ST)

Throughout the existing curriculum, there is a great deal of duplicate content, as shown in the table below. For greater detail on areas of overlap, see Appendix A: Course Content Duplication Tables. It is recommended that a plan be devised for reducing this overlap. Note that, here in the *Planning* phase, this recommendation is about doing the upfront “thought work” necessary to actually reconfigure the courses in the next phase, *Revision, Design, and Development*.

⁷ *Criticality* refers to how important a given task is to the job, or how seriously consequential a mistake might be.

⁸ *First time performed* refers to when a new job incumbent will likely first encounter the need to perform a given task.

⁹ *Frequency of use* refers to how often job incumbents report completing a given task over a given length of time.

¹⁰ *Difficulty* refers to how hard job incumbents report a given task to be.

TABLE 2: DUPLICATE CONTENT IN THE EXISTING CURRICULUM

| Overlapping Courses | |
|---|---|
| <p>Standard Operations courses which overlap:</p> <p>HSAN RNRF* HOME* AMAP* CCPO* TRS</p> <p>*Some Child Development topics are also included in these more operational courses. High-level topics appearing most frequently in these include DAP, Behavior (guidance, discipline), Child Abuse and Neglect, Reporting Abuse and Neglect, and Communication (with kids, family, staff up/down).</p> | <p>Child Development courses which overlap:</p> <p>CGDR CAAN BOSR SNP UDAP ITPR PSPR SAPR</p> |

Action Steps:

- For each course with duplicate content, decide if the redundant content should be either:
 - left as is,
 - deleted completely,
 - removed and replaced into one or more other courses,
 - removed and replaced into on-the-job training (such as structured peer training or self-directed learning), or
 - removed and replaced into a performance support tool, such as an electronic Standard Operating Procedure (SOP) document or infographic.
- Consider eliminating AMAP and CCPO. Place any non-duplicative material which must be addressed in a course (versus via SOP) into RNRF, HOME, and/or HSAN, where appropriate.
- Consider further reducing volume in TRS, RNRF, HOME, and HSAN by removing content that can instead reference the SOP material.

*Note that, per the ratings reported in the Evaluation’s D1 of this reframing initiative, the lowest scoring course for quality, scope, and effectiveness was TRS, with a composite content quality, instructional quality, and effectiveness score of **21%**. This strongly indicates the need to intervene with this course’s duplication, content quality, and/or instructional quality.*

- For each course and other instructional component, indicate how it will be delivered (i.e., via ILT, vILT, eLearning, sOJT, or SOP).
- Document all restructuring decisions and time-savings calculations in a **Collaborative Restructuring Plan**. Structure the plan by course (i.e., List the plan for HSAN revisions; list the plan for AMAP revisions; list the plan for SNP revisions; etc.)

5.10.3 Create a new Behavior Management curriculum

Sequence: Medium Term (MT)

*Conscious Discipline*¹¹ is a model which applies to all children—special needs or otherwise. Because so many participants have requested (in the Course Evaluations, focus groups, and surveys) added material on managing behavior, discipline, interactions, and relationships, *Conscious Discipline*[®] should be taken out of the SNP course and be made into its own discrete course. It can be expanded further in the future. In the short term, though, this content can stand on its own.

Conscious Discipline[®] should be taken out of the SNP course and be made into its own discrete course. It can be expanded further in the future. Additionally, offering an entire bank of courses surrounding this subject matter (i.e., managing behavior, social-emotional development, communication, nonviolent communication, building safe relationships, discipline, and trauma-responsive interaction) is strongly advised for the future state, per the requests of respondents.

As an alternative to development of this material, learners could be funded to take the *Conscious Discipline*[®] curriculum (offered externally through the Loving Guidance organization) and/or other similar curriculums.

Action Steps:

1. Identify what an expanded curriculum of Behavior Management courses might look like to meet the needs of providers and children. Delivery methods might include ILT, vILT, eLearning, sOJT, PSTs, or some combination of these.
2. Research other programs (in terms of cost, topics, timeframes, and so on) which include material on similar topics: behavior management, social-emotional development, communication, nonviolent communication, building safe relationships, discipline, and trauma-responsive interaction.
3. Weigh the costs and benefits of developing the Behavior Management courses (in whole or in part) to create the curriculum versus using established outside course.
4. For each course and instructional component, indicate how it will be delivered (i.e., via ILT, vILT, eLearning, sOJT, or performance support).
5. Document new coursework decisions and future work in a **Collaborative Restructuring Plan**. Add high-level description to each new course planned (i.e., purpose, goals, overview, major topics, components, and delivery platform).

¹¹ *Conscious Discipline*[®] is a social-emotional learning program designed by Dr. Becky Bailey. The program supports first teaching providers about self-control and self-regulation, and then teaching children. It helps providers see how they respond to upset and understand their emotions, and how to regulate themselves when they are triggered. In short, it teaches providers how to be conscious as adults of what they are saying to children, and what behaviors they are modeling.

5.10.4 Plan the roster of new development, including delivery methods

Sequence: Medium Term (MT)

Based on previous research and planning, create a plan for the development of other new courses (in addition to those described in the previous recommendation). Both the evaluation and assessment reported on in Deliverables 1 and 2 noted the most frequently requested topics by learners and administrators:

- role as educator,
- interacting with children with special needs,
- ensuring inclusivity of children with special needs,
- classroom operations,
- lesson planning, and
- behavior management (discipline, interaction, relationships, social-emotional development, trauma-responsive interaction).

Action Steps:

1. Review all previous work to inform the plan for new coursework development:
 - Evaluation findings (Deliverable 1),
 - Assessment findings (Deliverable 2),
 - JTA findings (Deliverable 3 recommendation), and
 - Priority ratings (Deliverable 3 recommendation).
2. Review the “time savings” previously calculated for content removed from the current curriculum and determine if these time savings may be applied to new development.
3. For each course and instructional component, indicate how it will be delivered (i.e., via ILT, vILT, eLearning, sOJT, performance support, or some blended combination). If possible, base this decision on what *platform(s)* will best train the *material*, given the nature of each.
4. Document new course decisions, descriptions, and planning in a **Collaborative Restructuring Plan**.

5.10.5 Sequence courses and other instructional components

Sequence: Medium Term (MT)

Once training priorities have been determined, plans for restructuring have been documented, and new development has been planned, informed decisions can then be made regarding sequencing courses and other instructional components on the Curriculum Map. Generally, courses which must be taken earlier in the learner's journey are those which are foundational to other courses, and those which are of highest priority (based on factors such as criticality, first time performed, frequency of use, and difficulty).

Action Steps:

1. Review the **Training Priorities Report**, produced previously in *Phase II: Planning*.
2. Consider when tasks in each course are *first performed*, *critical*, *frequently performed* and *very difficult*, and sequence this material according to those increments.
3. Document all sequencing work in a **Collaborative Restructuring Plan**.
4. Transfer the final sequence into the **Curriculum Map**.

5.10.6 Implement a tiered framework of professional development

Sequence: Medium Term (MT)

Based on a sound JTA, structure courses into additional tiers of competency training (with corresponding exams) to create a credentialing system that would be instrumental to the professional development of child care providers (e.g., pre-service, journeymen, mid-level professional, masters).

For example, the Introductory Training is a requirement for novice, early-career child care professionals, whereas a Mastery Training would be a requirement or incentive for mid-level professionals to demonstrate higher competency within their child care career (e.g., skills related to behavioral screenings, child development theory, policy, and statute adherence).

Action Steps:

1. Review the sequencing of courses and other course components.
2. Define the distinctions by learning achievement and experience: "pre-service" level, "entry-level" professional (akin to journeymen level), "mid-level" professional, and "masters-level" professional.
3. Reflect the new tier system in the **Collaborative Restructuring Plan**.

5.10.7 Plan time/credits/other details to complete the Curriculum Map

Sequence: Medium Term (MT)

Once plans for restructuring, new development, and sequencing have been completed, plan any remaining details for the Curriculum Map. The goal is to create the most helpful and inclusive bird's-eye view of curriculum for the organization.

Action Steps:

1. Include an estimate of learner time to complete each new and each reconfigured course.
2. Include the credit hours for completing each instructional unit.
3. Determine how to communicate changes regarding requirements, credits, and curriculum path to learners. See below under the heading, "Change Management."
4. Document all details in a **Collaborative Restructuring Plan**.
5. Transfer the final details into the **Curriculum Map**.

5.11 Create a plan for building a supportive training and testing infrastructure

There are several sub-recommendations listed under this heading which, once completed, will enable a plan to be developed for building a supportive training and testing infrastructure.

5.11.1 Create a plan for building the technology infrastructure

Sequence: Medium Term (MT)

A re-architecting of the training and testing system would involve figuring out how the newly planned curriculum and testing elements would best be deployed and supported. It will likely involve modernizing the current system and its components, planning the workflow by users, identifying needed support and maintenance, and creating documentation.

Note: If the transition is made to online testing, this plan would essentially replace the *Child Care Competency Examination Administration Guide* and its companion *Proctor Guide*.

Action Steps:

1. Extend the research from Phase I (developing a new website and implementing a new LMS) and plan the workflow of the user experience from points of need to points of fulfillment. Include processes for anyone who will interact with or depend on the LMS system (i.e., learners, instructors, administrators, etc.) or website.
2. Document all infrastructure planning work in the **Collaborative Restructuring Plan**.
3. Document, publish, and distribute the new infrastructure and workflow plans into an appropriate guide or handbook.

5.11.2 Plan the logistics for training delivery

Sequence: Medium Term (MT)

Given the new Curriculum Map, delivery methods may have shifted from predominantly instructor-led to more of an emphasis on eLearning and other delivery methods. This may, in turn, have implications for the current infrastructure which relies heavily on TCAs. If this is the case, consider each facet of the new system in detail.

Action Steps:

1. Plan the *workflow*¹² for each delivery method (ILT, vILT, eLearning, sOJT) to identify the training experience from beginning to end for all persons involved in the process (e.g., learners, instructors, administrators).
2. Review the proposed centralized objective infrastructure with the TCAs to ensure all requirements have been met.
3. Document all plans for a revised training system in the **Collaborative Restructuring Plan**.

5.11.3 Plan the logistics for online testing

Sequence: Medium Term (MT)

The most consistent and repeated requests from survey participants were related to improvements in the current testing system.

Overall, 72% of written survey responses were related to the availability and accessibility of exams. In those responses, the most frequent requests were that exams be made available more often (n=458, 31%), that exams be offered online (n=311, 21%), and that exams be offered in a greater number of locations (n=291, 20%).

Many of the participants making these requests stated that offering exams online would address most of their issues. Additionally, a majority of focus group participants (n=96 out of 145 total) made negative statements about the testing system or requests for improvement.

Overall, 72% of written survey responses were related to the availability and accessibility of exams. The most frequent requests were that exams be made available more often (31%), that exams be offered online (21%), and that exams be offered in a greater number of locations (20%).

¹² A *workflow* here refers to the documentation of steps needed in a process (i.e., how work flows from one stage to the next), including the people, tools, and other resources required. Here, it also refers to the detailed processes of people working with various forms of technology in order to accomplish a goal or fill a need.

Action Steps:

1. Plan the workflow to identify the online testing experience from beginning to end for all persons involved in the process (e.g., learners, instructors, administrators).
2. Plan the support. Identify ongoing support needed for an online testing system (human or otherwise).
3. Plan the required maintenance. Identify periodic maintenance required for an online testing system (human or otherwise).
4. Plan other logistics. Plan out any other logistics around an online testing system.
5. Document all planning work for online testing in the **Collaborative Restructuring Plan**.

5.11.4 Plan the logistics for performance-based testing, if applicable

Sequence: Medium Term (MT)

This will only apply in the case that the DCF has decided to pursue performance-based evaluation.

Action Steps:

1. Review the research notes in consideration of a performance-based evaluation system, documented in either a **Collaborative Research Log** or **Collaborative Restructuring Plan**. This should have been created in *Phase I: Research*.
2. Expand upon the considerations of *Phase I: Research* and document concrete plans for the PBE and/or vPBEs, including plans for before, during, and after these events.
3. Document all PBE and vPBE planning work in the **Collaborative Restructuring Plan**.

Phase III: Revision, Design, and Development



After the foundation of research and planning has been laid, it is time for construction. In *Phase III*, existing courses are revised, new courses and instructional components are designed and developed, and the new training/ testing infrastructure is built. The improved curriculum and infrastructure can now be built based on the high-level planning completed in previous phases of this initiative.

Note that the revision, design, and development work should be completed by a qualified vendor specializing in instructional design. Look for previous projects completed and specialized experience within the vendor’s team. Value the quality that a vendor can provide. Quality work during this stage will translate to quality in the classroom, provided all other necessary supports are also in place.

The revision, design, and development work should be completed by a qualified vendor specializing in instructional design.

Quality work during this stage will translate to quality in the classroom.

5.12 Create infographic¹³ from *existing* course framework

Sequence: Short Term (ST)

A number of respondents in the focus groups and surveys indicated the need for a simple guide indicating which courses are required to be taken by child care providers and when they should be taken.

This idea of a graphic curriculum overview was introduced as the first recommendation under *Phase II: Planning*. This recommendation involved creating a Curriculum Map that would reflect changes in the future-state of the curriculum and infrastructure, and exist as both a reference tool for users and as a planning tool for administration.

However, in the shorter term, an infographic of this type can be created to depict the *current* course framework, course requirements, and timeframes. The infographic should be visually appealing, comprehensive, and clear. It will be intended to replace current renditions of the existing course framework.

¹³ An *infographic* is a representation of information in a graphic format designed to make the data easily understandable at a glance. Infographics use visual elements and text to highlight key information and ideas as a form of data visualization.

If and when the longer-term curriculum structure changes, this infographic can be updated accordingly and turned into the Curriculum Map described for the future-state curriculum.

A number of respondents in focus groups and surveys indicated the need for a simple guide indicating which courses are required to be taken by child care providers and when they should be taken.

Action Steps:

1. Identify the information that must be conveyed through the graphic.
2. Sketch out and develop the graphic for each type of child care facility and home.
3. Post each graphic on the program’s website, LMS, and other locations as applicable.

5.13 Revise *existing* courses to improve *content quality*

Content refers to *what* we’re training (whereas the instructional design refers to *how* we’re training). This curriculum is chock full of content, but some of it seems extraneous, not tied to learning outcomes, and possibly unnecessary for child care providers at certain stages of experience. In addition, some of the language is overlapping, verbose, contradictory, and/or confusing.

In this reframing initiative’s evaluation stage, D1 explains that the composite content quality score of **all** courses put together was 43%. This means that the content quality scores of all courses were averaged together, and this was the resulting score.

*The composite content quality score of **all** courses put together was **43%**. This score gives an idea of how well the courses in the mandatory curriculum demonstrate the following factors: ease of readability and comprehension, explicitness on the roles of the child care provider and provider as educator, and appropriateness of topic scope.*

The recommendations below list several sub-recommendations for addressing these content issues.

5.13.1 Revise to eliminate overlap between courses

Sequence: Long Term (LT)

Consult the **Collaborative Restructuring Plan** completed during *Phase II: Planning* as it should contain plans already made for restructuring content.

Action Steps:

1. Delete or move duplicative material where indicated in the **Collaborative Restructuring Plan**.
2. For duplicative content that is to be removed and replaced through an on-the-job training component (such as structured peer training or self-directed learning), remove the duplicate content from existing materials and save it in a file earmarked for sOJT development later.
3. For duplicative content that is to be removed and placed into a performance support tool, such as an electronic Standard Operating Procedure document, remove the duplicate content from existing materials and save it in a file earmarked for performance support development later.

5.13.2 Revise to align existing content with the Job Task Analysis

Sequence: Long Term (LT)**Action Steps:**

1. Revisit each task sheet in the JTA, specifically the section which cross references the task with the course(s) in which the task is trained. One by one, go to each of those courses and ensure alignment with the information contained in the JTA.
2. If the content in the course and in the JTA does not match, fix the course.

5.13.3 Revise to include content on “role as educator”

Sequence: Short Term (ST)

Part of this reframing initiative is intended to professionalize the role of the child care provider. There is little in the existing materials which talks about the ways in which child care providers are professionals and how this position will have a lifelong impact on children. Their role as educator should be woven throughout the curriculum and emphasized. The materials should convey the message that child care providers are in the perfect position, perhaps better than anyone in each child’s life at that time, to capitalize on children’s critical period of brain development, to help ready them for lifelong learning, and begin neutralizing the effects of trauma which can impede learning (experienced by over 2/3 of all children, per the ACES research¹⁴).

This is suggested as a task that can be initiated and completed in the short term. However, if this new content is used as a substitute for the more robust plan recommended in this report, this may potentially require instructors to reprint materials to reflect the changes, and then reprint again after a more complete overhaul, which potentially creates a version control issue.

Efficiency, version control, and the need for forward movement are all issues to consider when deciding on the timeframes for carrying out this recommendation.

Action Steps:

1. Determine when to initiate and complete this recommendation.
2. Differentiate “role as provider” and “role as educator.”
 - Include in each given course a dedicated slide summarizing the *provider* role in relation to/next to the *educator* role. Include any delineation of roles by position or level of experience as well.
 - Summarize all role descriptions in all module and course reviews.
3. Explain why “role as educator” is important.
 - Wherever role as educator is discussed and summarized on slides, include content which elaborates on the importance of the role as educator.
 - Convey the message that educators are in the perfect position to capitalize on children’s critical period of brain development.

¹⁴ The Centers for Disease Control and Prevention (CDC) and Kaiser Permanente conducted the first Adverse Childhood Experiences Study (ACES) from 1995 to 1997. The study asked more than 17,000 adults about childhood experiences including emotional, physical, and sexual abuse; neglect; and household challenges of parental separation, substance abuse, incarceration, violence, and mental illness. Nearly *two-thirds* of participants noted at least one ACE, and more than 1 in 5 noted three or more. Researchers identified a link between ACE exposure and a higher likelihood of negative learning, health, and other outcomes. [ACE study](#)

5.13.4 Revise per comments in the D1 “Content Quality” Evaluation

Sequence: Long Term (LT)

During the evaluation stage of this reframing initiative, which was documented in D1, very specific course-by-course feedback was given for why the course was rated as it was and what could have been improved. This should be incorporated into a determination of necessary revisions.

Action Steps:

1. See Appendix B: *DCF Child Care Training and Testing Evaluation Measurement Tool*, under the “Content Quality” section. Note: Some of these have already been addressed through the above recommendations.
2. Update video content, look, and feel.

5.13.5 Proofread and edit existing content

Sequence: Long Term (LT)**Action Steps:**

The content quality of the existing materials is lacking, in part, due to the lack of organization, structure, proper transitioning, flow, etc. These are proofreading and editing issues. Once existing course content has been shifted and minor revisions are made, perform a thorough professional review of all materials.

1. Edit for clarity, style, brevity, organization, parallel structures, inclusion of transitions, flow, and consistency.
2. Proofread for use of active voice, grammar, word choice, spelling, and punctuation.

5.14 Revise existing courses to improve instructional quality

This curriculum is heavy on content (*what we're training*) and light on instruction (*how we're training*). It contains a large amount of information with relatively few instructional strategies for committing the information to memory or training performance (i.e., what practitioners should do, and how they should do it). In this reframing initiative's evaluation stage, D1 explains that the composite instructional quality score of **all** existing courses put together was 36%. This means that all courses' instructional quality scores were averaged together, and this was the resulting score.

*The composite instructional quality score of **all** existing courses put together was 36%. This score gives an idea of how well the courses in the mandatory curriculum demonstrate the following factors: best practices in instructional design and adult learning theory, a hierarchical structure, non-repetitiveness, objectives-content-practice alignment, visual/aesthetic engagement, and alternate delivery methods.*

The recommendations below list some sub-recommendations for addressing these instructional issues.

5.14.1 Revise to create more focus on performance

Sequence: Long Term (LT)

Based on the tasks identified in the JTA, structure courses primarily around the tasks/behaviors required for the job. Content should be presented in service to the skills, knowledge, and attitudes which enable performance. A performance basis should be carried throughout the instruction, including in exercises and exam items.

Action Steps:

1. Add or revise objectives to reflect observable performance desired. Look to the JTA's tasks for concrete examples of performance that should be trained.
2. Revise the content to incorporate presentation on the desired tasks, behaviors, and performance.
3. Incorporate strategies to realize performance improvements.
4. Redesign activities which allow participants to demonstrate the behaviors according to standards as defined in the JTA.

5.14.2 Revise the written structure of goals and objectives

Sequence: Long Term (LT)

Part of the instructional quality issue in the existing material has to do with each course's lack of focus and structure. Incorporating more of a performance focus (above) will address these problems, as will improving the goals and objective statements.

For example: The goal statement should either encompass all of the objectives (so that once the objectives are met, the goal is met), or require minimal additional instruction to achieve after the objectives are met. This is not the case with many of the goal statements throughout the curriculum. Therefore, the focus of each course is compromised from the start.

Goals and objectives should also contain three parts for development purposes: conditions, behavior, and criteria. While they do not always need to be written this way in learner-facing materials, the goals and objectives can use the clarity and structure that the three-part format offers.

Action Steps:

1. Ensure the goals either encompass all of the objectives (so that once the objectives are met, the goal is met), or require minimal additional instruction to achieve after the objectives are met.
2. Ensure objective indicates what the learner is supposed to be able to do, not what the instructor should accomplish.
3. Make the behavior in the objective observable. Avoid using vague phrases such as "to understand," "to appreciate," "to internalize," and "to know," which are not measurable or observable.

5.14.3 Revise the design of each existing course

Sequence: Long Term (LT)

Improving the instructional quality of the materials is one of the most emphatic recommendations in this report. A redesign would begin with identifying if the delivery platform for each course will change or stay the same. Options may include instructor led, virtual instructor led, eLearning, and structured on-the-job training. Note that some courses may be delivered via two or more methods, if that is optimal for learning, and if it is workable within the confines of future operations.

Improving the instructional quality of the materials is one of the most emphatic recommendations in this report.

Quality instruction will translate to quality performance.

Whichever the delivery method, apply performance-based learning¹⁵ principles and include creative strategies, such as video- and story-based learning with characters who are in difficult situations and need help to solve their problems. Quality instruction will translate to quality performance.

Action Steps:

1. Determine the delivery method of each existing course that will be redesigned.
2. Go through all materials and apply models and strategies such as Dick and Carey's model of design, Gagne's events of instruction, accelerated learning strategies, Keller's Attention, Relevance, Confidence, and Satisfaction (ARCS) model of motivational design, Blooms' taxonomy, Sweller's cognitive load theory, van Merriënboer's 4C/ID model, and adult learning principles. These can be applied to instruction regardless of delivery method.
3. Incorporate instructional design strategies to enhance learning. See the comprehensive list of design strategies for the Child Care Training and Testing Evaluation Measurement Tool found in Appendix B of this document.

¹⁵ *Performance-based learning* is an approach to teaching and learning that emphasizes students being able to do, or perform, specific skills as a result of instruction.

5.14.4 Revise per comments in the D1 “Instructional Quality” Evaluation

Sequence: Long Term (LT)

As part of evaluating the existing content of this curriculum in D1, many comments were captured which provided a rationale for how courses were rated, giving specific examples of how metrics were either achieved or not achieved, and giving many suggestions for making the design strategies more effective. These suggestions should be used as a checklist of items to address the design of each course, with consideration given to the course’s delivery method. That is, the suggestions will apply if a course remains a face-to-face live presentation but will need to be adjusted if the course becomes all or part vILT or sOJT.

Action Steps:

1. See Appendix B: DCF Child Care Training and Testing Evaluation Measurement Tool, under the “Instructional Quality” section.
2. Address each comment in the “Instructional Quality” section which cites a need for improvement or a non-example of the metric statement, so that revision would yield a “Strongly Agree” rating on each metric statement. Note: Some of these have already been addressed through the above recommendations.
3. Use the comments as a checklist of revisions.

5.14.5 Revise and replace existing test items

Sequence: Long Term (LT)

Once courses are made more performance based and the written structure of goals and objectives has been improved, adjust each course's test items. Test items should correspond to the objectives, including those which have become more performance-oriented. That means that some test items may test knowledge and application in a written item form, while other items may assess for correct performance of tasks and therefore would require observation of the learner by an experienced senior instructional design professional.

Action Steps:

1. Identify the delivery methods for all test items to be revised.
2. Revise accordingly.
3. Ensure written items follow principles of good test item construction.
4. Ensure that any performance-based test items include all of the following components: the item that the learner sees that explains the challenge, a learner-facing checklist so that the learner knows the behavioral expectation, an evaluator prep guide, and an evaluator-facing checklist that is formatted to rate performance and record observations and other notes.

5.14.6 Revise to align and structure course elements

Sequence: Long Term (LT)

The term "course elements" here refers to titles, goals, objectives, outlines, overviews, introductions, content, exercises, test items, and conclusions within the course. Alignment between all these course elements aids comprehension by creating focus. For example, if a title page says "Observation and Screening," but screening is not part of the module, then either adjust the module's title or add material on screening. Another example: If a slide is titled "Characteristics of Developmentally Appropriate Practice," but there are no characteristics mentioned, change the title, or add characteristics. In both examples, all other course elements should align with title and content as well.

Action Steps:

1. Ensure alignment among objectives, content, practice, and assessments.

5.14.7 Revise slides and improve the visual appeal of all materials

Sequence: Short Term (ST)

The visuals throughout the course are content-heavy and are not conducive to learning. They should be improved to help reduce learners' cognitive load, improve attention, and aid comprehension. The same goes for any learner-facing material in the curriculum. It should all be uncluttered, focused, and visually appealing.

This is suggested as a task that can be initiated and completed in the short term.

Efficiency, version control, and the need for forward movement are all issues to consider when deciding on the timeframes for carrying out this recommendation.

Action Steps:

1. Determine when to initiate and complete this recommendation. Keep in mind that this may potentially require instructors to reprint materials to reflect the changes, then reprint again after a more complete overhaul, which potentially creates a version control issue.
2. Follow readability principles to improve the readability of slides overall. There should be ample use of white space, information mapping hierarchies and headings, font sizing, and volume of text allowable on a slide.
3. Follow best practice visual design for learning purposes.

5.14.8 Edit and proof the materials again

Sequence: Long Term (LT)

Once existing courses have been redesigned and revised accordingly, the instructionally improved versions should be proofread and edited again.

Action Steps:

1. Edit for clarity, style, brevity, organization, parallel structures, inclusion of transitions, flow, and consistency.
2. Proofread for use of active voice, grammar, word choice, spelling, and punctuation.

5.15 Design *new* courses, components, and test items

A focal point for new design and development work should be on ensuring content quality and instructional quality. The recommendations below highlight high-level design activities which will ensure optimal quality in both of those areas.

5.15.1 Gather preliminary content to inform course design

Sequence: Long Term (LT)

Action Steps:

1. Review plans for each new course as documented in the **Collaborative Restructuring Plan** (produced in *Phase II*). Look for the content needs by reviewing the planned goals, objectives, and topics.
2. Gather content for each course in each topic area to support goals and objectives.
3. Review content to gain a better understanding of it and inform design efforts. Note that after each course is designed, some of the content may not be used. Only the content which supports the final goals and objectives should be used.

5.15.2 Design new course products and test items

Sequence: Long Term (LT)

Action Steps:

1. Revisit the new courses that have been planned in the **Collaborative Restructuring Plan**.
2. Group/design all new courses by delivery type (i.e., eLearning vs. ILT vs. vILT vs. sOJT vs. performance support components). Storyboard where relevant.
3. Design the new courses according to their delivery type, following design guidelines.
4. Design *test items*.

5.15.3 Gather remaining content

Sequence: Long Term (LT)

Action Steps:

1. Review design plans for each new course.
2. Gather any remaining content needed for each course to support high-level goals.
3. Avoid loading a course with any more information than is needed to enable achievement of the course objectives and goal.

5.16 Develop *new* courses, components, and test items

New courses, performance support items, and corresponding test items should be developed. A solid editing and proofreading are also advised by qualified instructional designers and professional editors.

5.16.1 Develop new course products in designated delivery formats

Sequence: Long Term (LT)

Action Steps:

1. Develop each new course according to its design plans and designated delivery platform. Place content into the developed materials as specified in the design.
2. Revisit the **Collaborative Restructuring Plan**. Ensure all new courses and components scheduled for development have been addressed.

5.16.2 Develop a SOP and other PST components

Sequence: Short Term (ST)

Developing an electronic Standard Operating Procedure (SOP) will help reduce duplication and volume throughout the curriculum, save training time, reduce learners' cognitive load, reinforce training, and support on-the-job performance. This tool could house operational information removed from training. It could be accessed on demand through the LMS, website, app, or some other means in the learners' workflow to quickly fact find, answer "how to" questions, and help solve problems as they arise.

The building of an electronic SOP could be handled in two parts.

Part 1(ST): Development could be initiated in the *short term* using content from currently existing courses (i.e., HSAN, RNRF, HOME, AMAP, CCPO, TRS) and the Facility/Home/School Age Handbooks.

Part 2 (MT): In the *medium term*, after a Job Task Analysis is finalized, the SOP can be aligned with the steps and supporting information gleaned by task and documented in the JTA.

Note: Because the structure of a SOP could potentially change dramatically after a JTA is completed, it will be more efficient to wait to initiate SOP development until after the JTA is final; however, if there are advantages to showing progress in this area, the SOP can be initiated immediately, then improved upon after the JTA.

It will be more efficient to wait to initiate SOP development until after the JTA is final; however, if there are advantages to showing progress in this area, the SOP can be initiated immediately, then improved upon after the JTA.

Other performance support tools (PSTs), such as checklists, videos, infographics, or micro learning bursts could be scheduled for development over time and marketed to learners to reinforce training.

Action Steps:

1. Research other SOPs for format and contents.
2. Research software to develop the initial SOP quickly and easily and revise internally over time. *Trainual*[®] is web-based software which is very easy to use for this purpose. *Trainual*[®] also allows inclusion of attachments, links, images, video, and audio to complement the content and steps.
3. Create a Standard Operating Procedure manual based on the JTA. Pull in content as needed from training as well. It should contain content from (at least) HSAN, RNRF, HOME, AMAP, CCPO, and TRS.
4. Develop performance support tools over time, such as checklists, infographics, or microlearning bursts.¹⁶

5.16.3 Develop test items in designated delivery formats

Sequence: Long Term (LT)

Test items should correspond to their objectives. That means that some test items may test knowledge and application in a written item form, while other test items may test for correct performance of tasks, and therefore would require observation of the learner, via PBE and/or vPBE. Make sure that constructed items conform to the highest validity and reliability standards.

Action Steps:

1. Construct assessment items to test for the same behaviors stated in the objectives.
2. Ensure assessment items follow principles of good test item construction.
3. Ensure performance-based test items include all components, including the item that the learner sees which explains the challenge, a learner-facing checklist so that the learner knows the behavioral expectation, an evaluator prep guide, and an evaluator-facing checklist which is formatted to rate performance and record observations and other notes.
4. Complete formative trials of all items and exams.

¹⁶ *Microlearning* bursts are short, highly-focused instructional experiences that last anywhere from a few seconds to a few minutes.

5.16.4 Edit and proof new courses and components

Sequence: Long Term (LT)

Action Steps:

Once each new course and component has been built, conduct a thorough professional editing and proofreading of the material.

1. Edit for clarity, style, brevity, organization, parallel structures, inclusion of transitions, flow, and consistency.
2. Proofread for use of active voice, grammar, word choice, spelling, and punctuation.

5.16.5 Launch more navigable program website

Requests were made by participants of both the focus groups and survey responses to make the website itself more user-friendly, and to make the processes conducted through the website, such as registration for courses and exams, easier to navigate. Additionally, participants expressed the desire for an infrastructure to be created within the DCF course and exam registration systems for employers to manage registrations and payments, confirm course and exam completions, and centralize exam details (e.g., schedule, locations, availability).

Requests were made by participants of both the focus groups and survey responses to make the website itself more user-friendly, and to make the processes conducted through the website, such as registration for courses and exams, easier to navigate.

A high-level list of implementation steps is listed below for bringing a new website from concept to completion. However, a qualified web builder will be able to provide a project plan in detail to carry out the website project.

Action Steps:

1. Revisit the **Collaborative Restructuring Plan** for building a supportive training and testing infrastructure.
2. Create a project plan and complete the following stages:
 - Design the site structure (overall site level, category page level, webpage level).
 - Stage a minimally viable product.
 - Crawl the site.
 - Back up the old site.
3. Launch the new website.
4. Create a promotional plan to let the organization know of the change and how to access it.
5. Conduct post-launch diagnostics and improve the website.

5.16.6 Launch more robust Learning Management System

Sequence: Long Term (LT)

A high-level list of implementation steps is listed below for bringing a new LMS from concept to fruition.

Action Steps:

1. Revisit the **Collaborative Restructuring Plan** for building a supportive training and testing infrastructure.
2. Create an LMS implementation plan and conduct testing.
3. Upload:
 - New and revised training materials. Sequence as needed. Set access and other criteria as applicable.
 - New and revised tests/test items (written, PBE, vPBE). Sequence as needed. Set access and other criteria as applicable.
4. Launch and conduct post-launch diagnostics to improve the LMS.

5.16.7 Implement all training and testing as planned

Sequence: Long Term (LT)

With materials developed and infrastructure in place, the modernized curriculum, testing, and underlying system can be implemented as the new methods.

Action Steps:

1. Implement all revised and newly built courses/PSTs, according to sequencing and logistics planning in *Phase II*.
2. Hire performance-based evaluators if PBEs or vPBEs will be part of this system.
3. Implement the newly created testing systems, including online testing, PBEs, and/or vPBEs, according to logistics plans from *Phase II*.
4. Implement a change management communication plan to ensure a more seamless transition state-wide.

6 Change Management

Change management is an approach to business transformation that prepares members of an organization for significant upcoming change. Although the approach has been refined over several decades, a key component for engendering openness and participation within the organization is the use of communication campaigns. As substantial knowledge development (e.g., JTA, curriculum revision, website/usability study) and process changes (e.g., course content changes, LMS changes, testing options) occur across the organization, it is critical to maintain a positive, informative, and forward-focused communication campaign alongside the efforts of *Phases I - III*.

It is recommended to develop both informed readiness and focused momentum with members across all the roles of the organization broadly defined as child care in Florida (e.g., TCAs, Directors, Teachers), so they can more aptly align with the future state of the organization.

6.1 Communication campaign

It is strongly recommended to communicate directly and frequently with members across the organization to engender trust, build value for changes and/or goals, and encourage earlier adoption of changes to meet the organization's goals.

Recruit a team to manage regular updates distributed out to members of the organization across various platforms, receive/collect feedback, and respond to specific inquiry. Updates to the team members should inform them of the purposes, processes, progresses, and points of participation. These updates:

- Create opportunities to invite and receive participation from those across the organization and are inclusionary.
- Provide repeated explanations that engage members with the vision of better processes, practices, and outcomes.
- Serve as a reminder of benefits to child care providers and the children and families they service.
- Inform and empower members of the organization to make any personal adjustments necessary to support the mission.

6.2 Champions and early adopters

Successful communication will provide information as well as respect and support for members experiencing change. Likewise, the communication campaign can be instrumental to acknowledging concerns and benefits with changes. Since vigilant attention is required to do this well, it is recommended that a team of people across the organization (e.g., district leaders, trainers, directors, teachers) be involved with the communication campaign for the duration of *Phases I - III*.

Typically, the team members include *champions* and *early adopters*. Champions are people across the organization that see value in the changes and support them. Early adopters are people who communicate their quick adoption of, or participation in, changes and the benefits gained. Champions and early adopters are highly valuable to teams working on items included in *Phases I - III* because they can provide insight regarding potential roadblocks, resistance, and/or costs for changes. In addition to increased efficacy with dispersion and impact of communications out to the various members and roles of the organization, champions and early adopters provide valuable feedback from the members. The champions and early adopters are instrumental in informing, influencing, and facilitating essential change in an organization, especially when employee readiness for change varies greatly.

Action Steps:

1. Secure and maintain DCF leadership support for communication campaigns and a team where leadership legitimizes their efforts.
2. Create and sustain a team appropriate for selected change initiatives.
3. Equip team members with communication platform access and a means of input from members of the organization to the team.
4. Establish a communication infrastructure to both inform the team of goals, processes, progresses, and needs for initiatives, and to convey information from the members of the organization through the team.
5. Distribute frequent messages to the organization to inform, request information, and invite participation (e.g., focus groups, interviews, surveys) throughout the lifecycle of *Phases I - III*.

The updates create opportunities to invite and receive participation from those across the organization and are inclusionary. The updates provide repeated explanations that engage members with the vision of better processes, practices, and outcomes. The updates serve as a reminder of the benefits of changes to child care providers and the children and families they service. The updates inform and empower members of the organization to make personal adjustments necessary to support the mission.

7 Alignment of Recommendations with Federal and State Requirements

In accordance with the Request for Proposal, a review was conducted of the Child Care Laws and Requirements available on the supplied resource page (<https://www.myflfamilies.com/services/child-family/child-care/child-care-laws-and-requirements>). After this review, it is our position that the recommendations in this report are in alignment with federal and state requirements.

After this review, it is our position that the recommendations in this report are in alignment with federal and state requirements.

Caveats for this research are as follows:

1. Only those resources included within the website provided by DCF have been reviewed for this effort.
2. Within a number of these resources (reviewed documents/PDFs/websites), there are notes indicating other documents labeled as "history." These documents may be historical predecessors that have been replaced or may still be active regulations. None of these were reviewed.
3. There are instances where the requirements language indicates "except as provided," or a "rulemaking authority" in another regulation. Those regulations were not reviewed if they were located outside the myflfamilies.com resource.
4. The resources under "Federal Regulations" (Crib Requirements (Part 1508 & 1509, C.F.R.)) were not reviewed. Clicking on the links provided returned an "Access Denied" page.

8 Recommendations Summary

Recommendations in this document (as summarized in the table below) have been made according to a best-case scenario and follow a generally sequential order (Research – Planning – Revision/Design/Development) which will allow for improved training and testing systems over time.

- *Phase I* recommendations focus on acquiring the data that will be necessary for making fact-based decisions about moving forward and planning in *Phases II* and *III*.
- *Phase II* recommendations will facilitate the development of mid- and long-term planning and logistics coordination. Essentially, this is the strategy and blueprinting phase.
- *Phase III* recommendations cover the resequencing, redesign, and redevelopment of training materials; development of new materials; and the rollout of new technologies (e.g., improved portals, support for online testing).

Please note that change management recommendations should **not** begin **after** completion of the first three phases. Instead, change management should occur **throughout** all phases outlined above.

TABLE 3: RECOMMENDATIONS LIST

| # | Reference # | Recommendations |
|---------------------------|-------------|---|
| Phase I: Research | | |
| 1 | 5.4 | Conduct a follow-up survey of new teachers |
| 2 | 5.5 | Complete a thorough Job Task Analysis |
| 3 | 5.6 | Explore an upgrade to the program’s website |
| 4 | 5.7 | Explore an upgrade to the program’s Learning Management System |
| 5 | 5.8 | Familiarize with each type of training delivery method |
| 6 | 5.9 | Familiarize with each type of testing delivery method |
| 7 | 5.10 | Consider implementation of performance-based evaluation |
| Phase II: Planning | | |
| 8 | 5.11 | Create a Curriculum Map depicting the new training and testing framework |
| 9 | 5.11.1 | Identify training priorities for each job |
| 10 | 5.11.2 | Devise how to reduce overlap between courses |
| 11 | 5.11.3 | Consider the creation of a new Behavior Management curriculum |
| 12 | 5.11.4 | Plan the roster of new development, including delivery methods |
| 13 | 5.11.5 | Sequence courses and other instructional components |
| 14 | 5.11.6 | Consider a tiered framework of professional development |
| 15 | 5.11.7 | Plan time, credits, and other details to complete the Curriculum Map |
| 16 | 5.12 | Create a plan for building a supportive training and testing infrastructure |
| 17 | 5.12.1 | Create a plan for building the technology infrastructure |
| 18 | 5.12.2 | Plan the logistics for training delivery |

| | | |
|---|--------|--|
| 19 | 5.12.3 | Plan the logistics for online testing, if applicable |
| 20 | 5.12.4 | Plan the logistics for performance-based testing, if applicable |
| Phase III: Revision, Design, and Development | | |
| 21 | 5.13 | Turn the existing course framework into an infographic |
| 22 | 5.14 | Revise existing courses to improve content quality |
| 23 | 5.14.1 | Revise to eliminate overlap between courses |
| 24 | 5.14.2 | Revise to align existing content with the Job Task Analysis |
| 25 | 5.14.3 | Revise to include content on “role as educator” |
| 26 | 5.14.4 | Revise per comments in the D1 “Content Quality” evaluation |
| 27 | 5.14.5 | Edit and proof existing content |
| 28 | 5.15 | Revise existing courses to improve instructional quality |
| 29 | 5.15.1 | Revise to create more focus on performance |
| 30 | 5.15.2 | Revise the written structure of goals and objectives |
| 31 | 5.15.3 | Revise and replace existing test items |
| 32 | 5.15.4 | Revise to align and structure course elements |
| 33 | 5.15.5 | Revise slides and improve the visual appeal of all materials |
| 34 | 5.15.6 | Revise and add design strategies for each existing course |
| 35 | 5.15.7 | Revise per comments in the D1 “Instructional Quality” evaluation |
| 36 | 5.15.8 | Edit and proof the materials again |
| 37 | 5.16 | Design new courses, components, and test items |
| 38 | 5.16.1 | Gather preliminary content to inform course design |
| 39 | 5.16.2 | Design new course products and test items |
| 40 | 5.16.3 | Gather remaining content |
| 41 | 5.17 | Develop new courses, components, and test items |
| 42 | 5.17.1 | Develop new course products in their designated delivery formats |
| 43 | 5.17.2 | Develop a SOP and other PST components |
| 44 | 5.17.3 | Develop test items as designed, in their designated delivery formats |
| 45 | 5.17.4 | Edit and proof new courses and components |
| 46 | 5.18 | Build an upgraded training and testing system |
| 47 | 5.18.1 | Launch a new, more friendly, and navigable program website |
| 48 | 5.18.2 | Launch a new, more robust Learning Management System |
| 49 | 5.18.3 | Implement all training and testing, as planned |

Since following these recommendations will result in a multi-year effort, the table below was developed to identify those items which could be addressed in less time, with less cost and effort, so that the Department can achieve a few early successes and jump-start the improvement process. Completing these tasks out of order will not negatively impact the overall plan; however, the Department should consider what is most efficient according to internal needs, priorities, and available resources.

TABLE 4: RECOMMENDATIONS TAGGED FOR SHORT-TERM IMPLEMENTATION

| Sequence | Reference # | Recommendations |
|---|-------------|---|
| Phase I: Research | | |
| ST | 5.4 | Conduct a follow-up survey of new teachers |
| ST | 5.5 | Complete a thorough Job Task Analysis |
| ST | 5.6 | Explore an upgrade to the program’s website |
| ST | 5.7 | Explore an upgrade to the program’s Learning Management System |
| ST | 5.8 | Familiarize with each type of training delivery method |
| ST | 5.9 | Familiarize with each type of testing delivery method |
| ST | 5.10 | Consider implementation of performance-based evaluation further |
| Phase II: Planning | | |
| ST | 5.11.1 | Identify training priorities for each job |
| ST | 5.11.2 | Devise how to reduce overlap between courses |
| Phase III: Revision, Design, and Development | | |
| ST | 5.13 | Turn the existing course framework into an infographic |
| ST | 5.14.3 | Revise to include content on “role as educator” |
| ST | 5.15.7 | Revise slides and improve the visual appeal of all materials |
| ST | 5.17.2 | Develop a SOP |

9 Appendices

There are two external documents that were created previously during the Evaluation phase of this project and reported on previously in the Deliverable 1 report. They are provided here for convenience as Appendix A: Course Content Duplication Tables and Appendix B: Evaluation Measurement Tool.

9.1 Appendix A: Course Content Duplication Tables

In addition to the Excel Evaluation Measurement Tool, there is another external document which was created to help produce this evaluation. The Course Content Duplication Tables were created to show overlap of content between courses. This information may be useful in the future for consolidating content and eliminating some courses altogether.

Note: The number 1 in the table headings indicates a Part I Mandatory Course. The number 2 in the table headings indicates a Part II Mandatory Course. The acronyms containing no number are only required in certain situations, so they are not Part I or 2 courses.

The Course Content Duplication Tables are shown over the next several pages below.

9.1.1 Duplication in Standard Operating Procedure Topics

TABLE 5: STANDARD OPERATING PROCEDURE TOPICS

| Topics: | HSAN 1 | RNRE 1 | HOME 1 | AMAP 2 | CCPO | TRS |
|--|--------|--------|--------|--------|------|-----|
| Programs, Regulations, Personnel | | | | | | |
| Background Checking and Screening | | X | X | | X | |
| Business Practices | | | X | X | | |
| Credentials | | X | X | | | |
| Confidentiality and Ethics | | X | X | | X | |
| Enforcement | | X | X | | | |
| Licensing Agencies, Application, Issuance, Inspections, Standards, and/or Violations | X | X | X | | X | |
| Minimum Age Requirements | | X | X | | X | |
| Partner Organizations | | X | X | X | X | |
| Personnel Records | | X | X | | | |
| Professional Conduct, Professionalism, Child Care Professional | | X | X | X | X | |
| Professional Development | | X | X | | X | |
| Program Types | | X | X | | X | |
| Quality / Quality Standards / Licensing Standards / Quality Care / Gold Standards / Program Improvement | | X | X | X | X | |
| Ratios | X | X | X | X | X | |
| Resources | | X | X | | X | |
| Role and Duties and/or Documentation of Roles | | X | X | X | X | |
| Reporting Child Abuse and Neglect | | X | X | X | X | |
| Rules, regulations, laws, statutes, codes, standards, policies, procedures, best practices, mission, goals | X | X | X | X | X | X |
| Sanctions, Consequences, Penalties | | X | X | | | |
| Substitute/Substitute Plan | | | X | | | |
| Training Requirements (basic, literacy, infant, fire safety, exposure, CPR, medication, water safety, credentialing) | | X | X | X | X | |



| Topics: | HSAN 1 | RNRF 1 | HOME 1 | AMAP 2 | CCPO | TRS |
|---|--------|--------|--------|--------|------|-----|
| Safety | | | | | | |
| Animals | X | X | X | | X | |
| Capacity / Space / Spaces | X | X | X | X | X | |
| Defining Safe Environment | X | X | X | | | |
| Documentation (Accident-Injury Reporting, Types of Records, Record Keeping, Rosters, Release Records, Access Records) | X | X | X | X | X | |
| Emergency Preparedness | X | X | X | X | X | X |
| Equipment | X | X | X | X | X | |
| Fire Safety, Fire Extinguisher | X | X | X | X | X | X |
| First Aid / CPR | X | X | X | X | X | X |
| Safety Hazards | X | X | X | X | X | |
| Infant Safety/Sleep/SIDS | X | X | X | | X | |
| Prevention of Accident/Injury | X | X | X | X | X | |
| Ratios / Direct Supervision / Water Supervision | X | X | X | X | X | |
| Responding to/Supporting Children with Injury | X | | | X | | |
| Transportation Safety /Vehicle Reqs/ Driver Requirements | X | X | X | X | X | X |
| Health | | | | | | |
| Characteristics of "Healthy" Child, "Healthy" Environment | X | | | | X | |
| Cleaning, sanitizing, disinfecting, handwashing | X | X | X | X | X | |
| Communicable Disease (types, preventing spread, immunization, avoiding contamination, responding, isolation) | X | X | X | X | X | |
| Diapering | X | X | X | | X | |
| Food Safety, Prep, and Handling | X | X | X | | X | |
| Health Hazards | X | X | X | X | X | |
| Health Requirements, Standards, Policies | X | X | X | X | X | |
| Heat-related Illness | X | | | | X | |
| Hygiene | X | X | X | | X | |
| Immunization | X | X | X | | X | |
| Medication, admin, and documentation | X | X | X | X | X | |
| Responding to Illness | X | X | X | X | X | |



| Topics: | HSAN 1 | RNRF 1 | HOME 1 | AMAP 2 | CCPO | TRS |
|---|--------|--------|--------|--------|------|-----|
| Routine Monitoring | X | | | X | X | |
| Food and Nutrition | | | | | | |
| Allergies and Sensitivities | X | | | | X | |
| Choking | X | X | X | | X | |
| Development and Nutritional Needs / Nutrition | X | | | X | X | |
| Dishwashing, Disinfection, Sanitation, Handwashing | X | X | X | X | X | |
| Food / Food Safety and Storage /Water | X | X | X | X | X | |
| Infant and Toddler Feeding | X | X | X | | X | |
| Menu Planning / Food Options | X | X | X | X | X | |
| My Plate | X | | | | X | |
| Roles at Mealtime | X | | | X | X | |
| Child Growth and Development | | | | | | |
| Curriculum Planning and Developmentally Appropriate Practice | | | | | | |
| DAP (age, individual, cultural) | | X | X | X | X | |
| Literacy | | | | X | X | |
| Individualized Care / Care Based on Needs | | | | | X | |
| Quality Care | | X | X | X | X | |
| Communication, Interaction, Relationships, Behavior, Trauma | | | | | | |
| Behavior (guidance, discipline) | | X | X | X | X | |
| Child Abuse and Neglect | | X | X | X | X | |
| Reporting Abuse and Neglect | | X | X | X | X | |
| Communication (w kids, family, staff up/down) | | X | X | X | X | |
| Family Involvement | | | | X | X | |
| Special Needs | | | | | | |
| Special Needs, challenges | | X | | X | | |
| Health, safety, and nutrition specific to children with special needs | X | | | | | |

9.1.2 Duplication in Child Growth, Development, and Behavior Topics

TABLE 6: CHILD GROWTH, DEVELOPMENT, AND BEHAVIOR TOPICS

| Topics: | CGDR 1 | CAAN 1 | BOSR 1 | SNP 2 | UDAP 2 | ITPR 2 | PSPR 2 | SAPR 2 |
|---|-----------|-----------|-----------|-------|-----------|--------|-----------|-----------|
| Growth and development | X | | | | | | | |
| Detecting developmental issues | X | | | | | | | |
| Developmental principles, theories | X | | | | X | X | X | X |
| Characteristics that influence growth and development | X | | | | | | | |
| Brain development | X | | | | X | | | |
| Supporting children with developmental disabilities | X | | X | | | | | |
| Developmental domain: Typical growth, behavior, skills per | X | | | | X | X | X | X |
| Guiding behaviors per developmental principles | X | | | | | X | X | X |
| Quality care environments | X | | | | X | | | |
| Defining DAP | X | | | | X | | | |
| Components of DAP | X | | | | X | | | |
| Developmentally appropriate learning experiences | X | | | | X | | | |
| Child abuse and neglect terminology | | X | | | | | | |
| Detecting signs of abuse and neglect | X | X | X | X | | | | |
| Causes and risk factors of abuse and neglect | | X | | X | | | | |
| Effects of abuse and neglect | | X | | | | | | |
| Reporting abuse and neglect | | X | | | | | | |
| Florida law re: abuse and neglect | | X | | | | | | |
| Resources re: abuse and neglect, referral process and resources for at-risk children | | X | X | | | | | |
| Observation and screening principles and methods | | | X | | | | | |
| Characteristics of skilled observation professionals | | | X | | | | | |
| Observation methods | | | X | | | | | |
| Detecting signs of developmental delays, developmental disabilities, abuse, neglect, and at-risk children | X | X | X | X | X | | | |
| Involving and supporting families, sharing results with families | | | X | | | | | |
| Resources, agencies, and organizations for screening, assessment, evaluation | | X | X | X | | | | |
| Inclusive care, inclusion | | | | X | | | | |

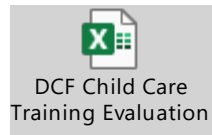


| Topics: | CGDR 1 | CAAN 1 | BOSR 1 | SNP 2 | UDAP 2 | ITPR 2 | PSPR 2 | SAPR 2 |
|--|--------|--------|--------|-------|--------|--------|--------|--------|
| People First language | | | | X | | | | |
| Special needs, stereotypes | | | | X | | | | |
| Legal requirements, ADA, IDEA | | | | X | | | | |
| Detecting atypical development | X | | | X | | | | |
| Developmentally appropriate environments | | | | X | X | | | |
| Supporting families with children with special needs | | | | X | | | | |
| Detecting and reporting child abuse and neglect | | X | | X | | | | |
| Cycle of vulnerability between special needs, abuse, neglect | | | | X | | | | |
| Accommodations and challenges for children with special needs | | | | X | | | | |
| Health, safety, and nutrition specific to children with special needs | | | | X | | | | |
| Behavior, guidance, discipline for children with special needs | X | | | X | | | | |
| Resources and referral for children with special needs, organizations, programs | | | X | X | | | | |
| Quality care environments | X | | | | X | | | |
| Defining DAP | X | | | | X | | | |
| Components of DAP | X | | | | X | | | |
| Developmentally appropriate learning experiences | X | | | | X | | | |
| Including families, collaborative relationships, connecting them to resources | X | X | X | X | X | | | |
| DAP theories | | | | | X | | | |
| Domains of development | X | | | | X | | | |
| Developmental delays | X | | | X | X | | | |
| Quality learning environment | X | | | X | X | | | |
| Professionalism | | | | | X | | | |
| DAP for each age range (infant, preschool, school aged) | | | | | X | X | X | X |
| Learning and development theories and stages for each age range (infant, preschool, school aged) | X | | | | X | X | X | X |
| Methods for inspiring enthusiasm for learning in school aged children | | | | | | | | X |
| Quality care learning environments | | | | | X | X | X | X |
| Behavior, positive guidance strategies | X | | | | | X | X | X |

9.2 Appendix B: Evaluation Measurement Tool

To evaluate the child care courses and systems, key indicators of quality and effectiveness were devised. These were turned into measurement statements, and a rating system was also created. The result was an Evaluation Measurement Tool, developed in Excel, to capture evaluation results. See Methodology and Implementation on page 8 for more detail on how the Evaluation Measurement Tool was developed.

See the full Child Care Training and Testing Evaluation Measurement Tool as a separate file to read the full discussion on the evaluation. Many of the Excel cells must be expanded by double-clicking within each cell to enable review of all commentary. See the embedded spreadsheets for each course below.





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