



Professional Development and Continuing Education Processes and Policies

Revised 2018

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*The Ohio Head Start Association is recognized as an Authorized Provider of Continuing Education Units (CEUs) by the **International Association for Continuing Education and Training (IACET)**. CEUs are offered for OHSAI professional development content that meets eligibility requirements for IACET CEUs according to the **ANSI/IACET 1-2018 Standard**.*

Many organizations offer some form of continuing education credit, but only the IACET CEU is held to the strict, research-based IACET Criteria and Guidelines for Continuing Education and Training. Only IACET Authorized Providers, who undergo a strict application and site-review process, can award the IACET CEU. IACET Authorized Providers are required to re-apply and be reauthorized every five (5) years.

The Continuing Education Unit (CEU) was created by IACET as a measurement of continuing education. One (1) IACET CEU is equal to ten (10) contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. Under IACET's care, the IACET CEU has evolved from a quantitative measure to a hallmark of quality training and instruction.

Category 1: Organization, Responsibility and Control

1.1 The Provider shall be incorporated, registered or otherwise recognized as a legal entity.

The Ohio Head Start Association, Inc. (OHSAI) is a 501c(4) organization incorporated in 1976 and is current with all required state and federal filings.

1.2 The Provider shall support the development, administration and delivery of the training it provides with a mission statement, statement of goals and/or other strategic documentation.

The Ohio Head Start Association, Inc. (OHSAI) is the membership organization for all Head Start programs in the state. In fulfillment of our mission, we offer support for professional development through training and technical assistance for Head Start administrators, staff and parents. These efforts include offering high quality training in all areas of Head Start program operations and in areas of personal and professional growth for staff and parents as well. We support the importance of the need for world class leadership in our Head Start programs and to this end provide extensive leadership training opportunities for Head Start program managers and staff. We advocate for the Head Start program whenever and wherever we can, thus we advance the concepts of child development, good parenting skills, the social, physical and emotional well being of Head Start families, and we support the philosophies contained in the Head Start mandate.

Providing training is an integral part of the operation of the Ohio Head Start Association. Responsibility, in one form or another, is shared by all OHSAI staff and is supported through the Ohio Head Start Association Board Structure with a Professional Development Committee.

Administering high quality continuing education and training is the means by which we develop leadership, achieve quality, and foster the growth of our individual members, member agencies, partners, and others who impact the lives of children and families.

OHSAI Mission Statement

The Ohio Head Start Association is a professional membership organization whose work is dedicated to Leadership, Professional Development, Research and Advocacy. We are committed to high quality services for the most vulnerable children and families and foster positive change in our early childhood endeavors at the local, state and national levels.

OHSAI Vision

The Ohio Head Start Association will continue to be a formidable leader in the world of Head Start. Through our passionate, unified voice, we foster and champion dynamic partnerships that forge positive outcomes and better lives for children, families and communities.

OHSAI Values

DEVELOPING LEADERSHIP We recognize that strong and effective leadership requires an environment of openness, acceptance, creativity, trust and continual personal growth at all organizational levels

QUALITY AND INNOVATION Our work is guided by high standards, a strong sense of accountability and a commitment to documented results. We foster excellence by supporting innovative approaches and solutions

FOSTERING COLLABORATION AND PARTNERSHIPS We champion an Environment of honesty, integrity, respect, teamwork and trust among all those who touch the lives of children and families. We are a strong and diligent advocate on behalf of our members and partners.

1.3 The Provider shall identify the unit and position(s) within the organization responsible for compliance with the ANSI/IACET 1-2018 Standard for Continuing Education and Training.

Learning events are planned collectively by OHSAI Staff.

The Executive Director has final approval of all content. It is the responsibility of the Director of Professional Development to ensure that content is appropriate for the intended audience, carried out by qualified training professionals, and adheres to guidelines established. It is the responsibility of the Operations and Events Manager to ensure that the physical arrangements are supportive to learning and meet the needs of trainers and attendees.

Responsibility for ensuring compliance with the IACET standard is shared by the Executive Director, Director of Professional Development, and the Events and Operations Manager.

Management of IACET CEU process and adherence to all criteria are included as part of the Operations and Events Manager's, Director of Professional Development's and Executive

Director's position descriptions. Records are reviewed annually as part of performance appraisals.

The following responsibilities related to training are assigned to OHSAl Staff:

Executive Director:

1. Ensure the development of a statewide training needs assessment based on current federal, state and local needs, working with the federal TA provider in the process. The Association annual training plan will be established from this TNA and other training requests received from constituents each year;
2. Ensure the design and development of all regular and special OHSAl training events, using TNA and other data to aide in the development;
3. Attend all training meetings of the Association and be prepared to serve as a backup trainer should the need arise;
4. Research needs in an ongoing basis, and design, develop and facilitate special training events in areas of specialty (component specific training needs, management, leadership, technology, etc.);
5. Ensure OHSAl's compliance with the ANSI/IACET Standard.
6. Explore ways OHSAl can collaborate and partner with other early childhood providers for joint training events, and/or to become a provider of training for other early childhood providers;
7. Continue an ongoing partnership with the Head Start Training and Technical Assistance network so as to maximize training opportunities for OHSAl;
8. Other duties regarding Professional Development (training) that might be necessary and appropriate.

Director of Professional Development:

1. Utilize available means to determine training needs including written data, member input and local, state and national trends. Ensure that whatever methodology is used, each individual program is surveyed annually
2. Work closely with Executive Director to develop and finalize meaningful and creative training agendas.
3. Coordinate the distribution of Association mailings related to training.
4. Coordinate Community of Learner Leaders, assisting in planning Community of Learner meetings and utilize their expertise when planning training.
5. Develop and maintain data on trainers, including name, address, phone number, area of expertise, topics available to present and a summary of evaluations of previous trainings presented for the Association.

6. Negotiate and finalize, with Executive Director approval, financial arrangements with trainers as needed.
7. Ensure that trainers receive appropriate forms to sign and that presenters receive all materials necessary for training as arranged with OHSAl staff.
8. Work closely with the Events Manager to assure that all details of training have been attended to including appropriate room assignments, hotel arrangements and audio visual arrangements.
9. Attend OHSAl training events to assure that the needs of trainers are met and that OHSAl procedures are followed regarding evaluations, attendance forms, etc.
10. Maintain records of training events, evaluations, etc.
11. Conduct needs assessment throughout the Head Start and Child Care community as requested and/or as needed.
12. Collaborate with other groups to determine the training needs of the Early Childhood Education community.
13. Investigate and pursue opportunities to provide regional training for Head Start and other providers in concert with the broader early childhood community.

Operations and Events Manager:

OHSAl Meeting Arrangements

1. Work with the Executive Director and the Director of Professional Development for all training/workshop events
 - a. Contact hotels as directed for dates, contracts and arrangements
 - 1.) Complete OHSAl Event Location Checklist to determine availability and event specifications
 - 2.) If a new meeting facility; site visit is needed, schedule tour of facility
 - b. Maintain ongoing relationship with hotel staff to work through meeting details
 - 1.) Ensure adequate facilities and sleeping rooms for all training meetings, June Retreat; Executive Committee/Board meetings; and any other special meetings developed by the Association
 - 2.) Ensure appropriate food and beverage services for all meetings
 - 3.) Ensure adequate meeting rooms for all training/meeting functions
 - 4.) Ensure availability of necessary audio-visual equipment for all training/meeting functions
 - 5.) Ensure all VIP accommodations, transportation, housing, meals and other needs as they occur

- 6.) Arrange for appropriate registration area for all training meetings
 - c. Maintain files for all meetings
 - d. Ensure completeness and accuracy of all event mailings
 - e. Ensure mailing of tentative agenda and registration forms for all meetings at least 30 days prior to the meetings
 - f. Develop and maintain a file / roster of registrants for all meetings, so as to ensure a complete roster of eligible voters at the OHSAl annual meeting in February each year. Roster should include name, agency, position and dates of meetings attended.
2. Work with the ED in developing the ED's calendar and the OHSAl calendar,
3. Maintain the OHSAl Key Dates list and OHSAl calendar.

Registration Process

1. Maintain the file on all incoming registrations for each training/workshop event
2. Maintain records of date of receipt of registration, payment and type of payment
3. Generate name badges for training participants, facilitators and guests
4. Follow-up with billings for unpaid registrants and unpaid on-site participants

E. Continuing Educational Units

1. Evaluate and process IACET CEU applications following events – verify satisfactory completion and calculate CEUs to be awarded.
2. Issue IACET CEU certificates, maintain IACET records and provide participant CEU records as per OHSAl Professional Development and Continuing Education Procedures and Policies.

1.4 The Provider shall have a process to measure the effectiveness of its development, administration, delivery and support of its education/training.

OHSAl processes include tools throughout the development, administration, delivery and support of professional development. These include the Training Event Form and the ongoing communication with Instructors during the planning process, individual session and overall event evaluation forms, Room Monitor and Presenter Feedback forms, analysis of profit and loss and registration trends, and staff performance appraisals that incorporate professional development functions.

1.5 The Provider shall have a periodic internal review process that ensures adherence to the current ANSI/IACET 1-2018 Standard for Continuing Education and Training.

In January of each year, the Director of Professional Development, under the direction of the Executive Director, conducts a Self-Audit to ensure that all IACET Standards and their elements are being met utilizing the IACET Self-Audit Checklist.

1.6 The Provider shall have an anti-discrimination policy statement.

The Ohio Head Start Association, Inc. maintains a high level of professionalism by sharing the attached Non-Discrimination Policy with staff, board members and presenters, and promoting an environment of open communication among our members.

1.7 The Provider shall have a policy that requires disclosure of any instructor's proprietary interest in products, instruments, devices or materials; this disclosure must be included in all marketing materials and at the beginning of the learning event.

It is the policy of the Ohio Head Start Association that the Proprietary Interest of instructors is disclosed.

1.8 The Provider shall have a policy regarding intellectual and legal property rights for all material used in its learning event.

Any materials, publications, processes, or related works for the design and delivery of continuing education and training developed by the presenter without the assistance of OHSAI, shall be owned by the presenter. The presenter shall provide OHSAI with a non-exclusive license for the materials under reasonable terms as to use and distribution.

Category 2: Learning Environment and Support Systems

2.1 The Provider shall ensure relevant instructional and learning resources are available for instructors, learners and staff.

Coordinating and delivering Professional Development is a major function of the Association. Ensuring sufficient resources is embedded in our organizational functions related to staffing, budgeting and ongoing planning functions.

Human and fiscal needs at the administrative level are calculated annually based on the previous year, annual goals, and anticipated adjustments. Consultation occurs with trainers before each event to determine their needs and assure those needs are accommodated.

For all events, the complete session or series is arranged for up front to ensure that sufficient supports are in place through to completion.

The resources needed are determined based on the overall design of the training event, the content of sessions and the individual needs of presenters. While the Ohio Head Start Association does not develop our own training materials, we select trainers with documented expertise in their content area. Trainers are chosen because of their ability to provide useful, relevant and up-to-date materials for their session.

2.2 The Provider shall have a process to ensure learning environments support the achievement of learning outcomes.

The Ohio Head Start Association has developed a solid relationship with the facility that houses most of our training events. The facilities meet our requirements for an appropriate learning environment and the facility accommodates our requests for accommodations to meet the unique needs of different events. When dealing with other facilities our staff visit the facility to assure that it is appropriate for the event and contractual arrangements are made to assure that the needs of the trainers and learners are met for each event.

The process to ensure a physical environment that supports and enhances learning includes at a minimum:

- site visit by OHSAI staff (if new facility)
- specifications provided to hotel for meeting space set-up and accommodations
- contractual arrangements with hotel and any other vendors (e.g. AV Company) with detailed specifications for each event and session.

2.3 The Provider shall have a process to disseminate information including, but not limited to, the learning outcomes, criteria to earn the IACET CEU, prerequisites and other requirements in advance of the learning event.

Course marketing materials include logistical information and detailed descriptions of content that incorporates session objectives. If the conference is addressing a particular theme, the materials will also identify the intended audience and overall conference learning outcomes.

At the start of the event, participants receive a CEU application that details the evaluation of learning. The requirements for CEUs and post-test requirements are reviewed at registration with participants and are stated on the CEU application form.

At the start of each session, objectives are reviewed and presented to participants as part of the session evaluation form.

2.4 The Provider shall ensure support services are available to learners prior to, during and following the learning event.

Prior to learning events, registrants receive a link to a page with tips to prepare for the event and contact information to address any needs prior to the conference. On-Site, a registration area is staff throughout the event to attend to needs as they arise and answer any participant questions and a monitor is assigned to each room for participant support.

Participants are provided information about the learning event via registration materials that detail content, schedule, and registration process as well as any special requirements. These materials include contact information for the OHSAI office and we also handle contacts through our website. OHSAI staff are available to participants to attend to any needs prior to, during, or after each training event.

Each session has a Room Monitor assigned to support the presenter and participants, and Instructors are provided with instructions about the expectations related to their support of participant learning. Both Room Monitors and Instructors have contact information for conference staff.

2.5 The Provider shall ensure administrative and technical support services are available to instructors, instructional design and development staff, program evaluators and administrators prior to, during and following the learning event.

In addition to contracted audio visual services, OHSAI does maintain some of its own audio visual equipment. Items are checked quarterly to ensure working order, and at each event, audio visual contract includes an on-site technical expert to support instructors for the duration of each event.

In the case that a training event or session requires participants to come with specific equipment, the Ohio Head Start Association will include those requirements in all promotional materials and inform attendees individually in advance of the event regarding specific details of the technology requirement.

Instructors are referred to the OHSAl Professional Development and Continuing Education Procedures and Policies throughout the planning process and requested to pay particular attention to the Instructor Feedback Policy and Instructor Competencies.

Category 3: Planning and Instructional Personnel

3.1 The Provider shall have a policy that individuals involved in the design, development, delivery and evaluation of learning events are qualified to perform their assigned tasks.

It is the policy of the Ohio Head Start Association to ensure that individuals involved in the design, development, delivery and evaluation of events are qualified to perform their assigned tasks.

Potential instructors submit to the OHSAl office information about their expertise in the area, when and where the training has been offered before, and intended methods of instruction. In many cases, instructors are identified based on firsthand accounts of their ability to instruct adults effectively.

Ongoing communication with presenters assures that they are knowledgeable about their material, how it fits into the conference objectives, and that they are equipped to modify their materials for their audience and communicate to participants at the appropriate level.

Instructors demonstrate through qualifications and experience that they are qualified in the instructional content area and have experience working with adult learners. These qualifications are verified by conference planning staff.

Ohio Head Start Association staff Job Descriptions include responsibilities associated with the design, development, deliver and evaluation of events, as well as competencies associated with these responsibilities. Applicants for any position will be evaluated using these criteria with the expectation that they possess education and professional experience that demonstrate these competencies.

Annual Performance Evaluations measure staff performance within each category of the Job Description, including functions associated with events.

STAFF COMPETENCIES

Competencies for program planners are stated in job descriptions:

Executive Director:

The individual assigned to this position must be able to develop and write fundable proposals; must be able to develop and design and deliver the wide range of training workshops and activities necessary for OHSAl business; must be able to establish and maintain a broad network of Head Start partners who work together in a positive and mutually supportive manner; must be able to interact positively, openly and honestly with all OHSAl partners; must be capable of representing the Association with a high level of intelligence, professionalism, openness, fairness and integrity.

Director of Professional Development:

Work in this position requires an understanding of adult learning processes and needs; sound training principles and workshop design, evaluation processes, survey processes and other related research areas. Work of this position also includes knowledge of computer programs designed to assist in the final work product.

Operations and Event Manager:

This job requires attention of many important details of the management of the broad range of OHSAl operations, including training/meeting events, either directly OHSAl organized or through sub-contracts. Work in this position requires competence in organization and technical skills to adequately manage the details of OHSAl financial transactions; meeting management, registration processes, record keeping, CEU development and related duties.

We choose instructors who demonstrate expertise in their chosen area and who demonstrate the ability to provide appropriate, high quality adult learning opportunities.

INSTRUCTOR COMPETENCIES

Competency 1: communicate effectively –

We look for clarity in speech that is appropriate for the setting, and the effective use of verbal and non-verbal language. And excellent listening skills are key.

Competency 2: update and improve one's professional knowledge and skills –

We expect our presenters to be on the leading edge of the topics they present. Instructors possess qualifications and experience that qualify them in the instructional content area and have experience working with adult learners.

Competency 3: comply with established ethical and legal standards –

Integrity is the foundation of the Ohio Head Start Association. That is reflected in the way we deal with a diverse body of learners, in the confidentiality we keep and avoiding any sense of a conflict of interest or a violation of intellectual property.

Competency 4: establish and maintain professional credibility-

We want our instructors to model the highest standards of professionalism.

Competency 5: plan instructional methods and materials –

Content must be organized in a logical manner to support learning outcomes. Work with us to consider the approach you will take in instruction, considering learning styles, the needs of adult learners and creating lessons based on a sound foundation of learning outcomes.

Competency 6: prepare for instruction –

We will work with presenters to help them understand the characteristics and needs of their intended audience. We require that presenters have familiarity with their presentation, the technology they will use and the participants they will address.

Competency 7: stimulate and sustain learner motivation and engagement –

Please make your material relevant to the learner, ensuring that goals and objectives are clear from the beginning. Foster a favorable attitude toward learning – enjoy what you do!

Competency 8: demonstrate effective presentation and facilitation skills –

Represent key ideas in a variety of ways, involve learners in the presentations, be adaptable, enjoy what you do! Keep your activities focused, ask good questions, use a variety of ways to get participation, be effective at closing.

Competency 9: promote retention and transfer of knowledge and skills

Make sure the content is relevant to their workplace. When possible, allow participants to practice in the class, and then discuss how they will apply at home. Design handouts that can stand on their own.

These competencies are posted on the OHSAl website and are shared with potential and scheduled presenters.

3.2 The Provider shall have a process that requires regular performance evaluations of instructors, instructional design and development staff, program evaluators and administrators.

Presenter credentials are reviewed as a part of the CEU Eligibility Verification step of the OHSAl Professional Development Planning Process. Alignment with the Instructor Competencies is used to determine the Instructor's Adult Training Experience, which is recorded in the Presenter Database for each event.

Planning staff are evaluated annually in a Performance Appraisal which includes evaluation against competencies designated in Job Description.

Program Planning Staff engage in Professional Development activities through self-study, professional involvement, and attending professional development events. The OHSAl Budget allocates funds specifically for Staff Development to allow staff to identify and enroll in Professional Development opportunities directly related to their program planning responsibilities.

Instructor Competencies are reviewed as part of the submission review by reviewing credentials and discussing expertise with presenter.

At learning events, Instructors are evaluated by individual participants regarding the degree to which the content was integrated to practice, and the presenter's level of knowledge of the material and quality of preparation.

Instructors are also evaluated by a room monitor regarding their knowledge level, how closely the content matched the description, organization of content, consistency of instructional methods with learning outcomes, the degree to which methods accommodated various learning styles, and the level of interaction.

3.3 The Provider shall have a process to document individuals' professional development activities for ensuring those who are involved in the design, development and delivery of learning events remain current in subject matter material and learning methods.

Presenters are vetted as a component of the CEU proposal process. The Director of Professional Development ensures that presenter credentials reflect a minimum of a Bachelor Degree and/or experience in an area related to the topic area and experience in conducting adult learning. Verification is recorded in presenter database for each event.

Category 4: Needs Analysis

4.1 The Provider shall have a process for conducting a formal needs analysis for the learning event that guides the development of planned learning outcomes and learning event design.

The Ohio Head Start Association conducts ongoing assessment of training needs of potential learners. At each training session we offer, we have participants fill out an evaluation form that includes a section to complete regarding "I would like additional training in..." The information collected is used to identify training needs and to plan subsequent training.

In addition, an annual training needs assessment is done to identify the most crucial issues facing our members, training interests, and ways in which OHSAl can better address their needs.

Along with these formal assessment tools, we continually scan the environment for issues that impact the work of our members and maintain open dialogue with key players who assist us in identifying training needs.

Additionally we conduct issue specific needs assessment to determine the extent of need and specific issues for a particular topic.

The possible constraints and parameters of each course or learning event are considered within the course planning processes or the logistics event planning process. During the course planning process, the Executive Director, Director of Professional Development and the Professional Development Committee consider constraints of prerequisites, timing, funding, and instructor availability within course planning. The Operations and Events Manager considers constraints of timing, geographic location of the course and facilities as well as the parameters of safety, access and learning needs when selecting and organizing the learning environment for each event. Contingency planning is built into the process and implemented as needed.

During the planning and needs analysis of each event the Operations and Events Manager works with the Director of Professional Development to ensure there is adequate space for each session; looking at facility capabilities to ensure maximum seating. Review of past events with similar or same sessions assist in determining the placement of a session.

Category 5: Learning Outcomes

5.1 The Provider shall have learning outcomes that are specific and measurable, achievable, realistic and time-based.

OHSAI Event marketing materials for themed events include broad conference objectives. For large events with a specific theme, we work closely with the experts in our field, utilizing needs assessment and evaluation data, to identify conference objectives and develop the agenda. For these conferences, there are overarching objectives as well as session specific objectives.

While the Ohio Head Start Association does not develop all training content, we select trainers with documented expertise in their content area and proven training experience. Trainers may be recommended by other training providers or chosen for their expertise in a particular topic area. Once potential trainers are identified, specific credentials are verified and the training event form is examined to determine eligibility for IACET CEUs.

Trainers develop their objectives for their session as part of their planning process. Learner objectives are identified on the Training Event Form.

For each OHSAl event, individual session objectives are conveyed within the session description, and at the start of each session, objectives are reviewed and presented to participants as part of the session evaluation form.

5.2 The Provider shall establish the relationship between needs analysis and planned learning outcomes.

Evaluation results are compiled after each training event and are used to plan future training offerings. Annual Training Needs Assessment is compiled and analyzed and used to plan future training offerings. Event specific needs assessment is used to plan content for the event.

In addition to these tools, we monitor compliance and environmental issues impacting Head Start programs, current events, and trends in monitoring results to identify training needs.

The records of each event include materials that demonstrate the relationship between the identified needs and the IACET approved session content and outcomes.

Category 6: Content and Instructional Requirements

6.1 The Provider shall have a process to ensure the selected content logically supports the learning outcomes.

Guidelines for program planning are incorporated in the Instructor Competencies that are shared with potential and scheduled presenters. The competencies address the need for clear communication, organization of content, selection of instructional methods to support learning, accommodate different learning styles, and stimulating engagement.

6.2 The Provider shall have a policy to review course content for quality, currency, effectiveness and applicability.

Course content is reviewed through multiple modes.

In the planning process prior to final approval for CEUs, the content is reviewed via the Training Event Form which includes description, date of most recent revision of content, learning outcomes, content, instructional strategies and learner demonstrations.

During the event, participants evaluate individual sessions with regard to the quality, currency, effectiveness and applicability of the content.

6.3 The Provider shall have a process to ensure instructional methods are appropriately matched to achieve the learning outcomes and to incorporate adult learning principles.

The Training Event form provides the framework for instructors to convey their content in a way that demonstrates a logical flow, instructional strategies, and learner demonstrations.

6.4 The Provider shall have a process for calculating and recording the IACET CEU for learning events.

Learner participation is measured in clock hours, deducting lunch, breaks, etc., which is then converted to Continuing Education Units, which is what participants are awarded.

Session duration in hours – time spent in meals and breaks / 10 (rounded to the nearest tenths place)= CEUs

6.5 Instructional delivery shall include communicating learning outcomes and requirements to earn the IACET CEU at the beginning of the learning event.

Course marketing materials include detailed descriptions of content that incorporates session objectives. If the conference is addressing a particular theme, the materials will also identify the intended audience and overall conference learning outcomes.

At the start of the event, participants receive a CEU application that details the evaluation of learning. The requirements for CEUs and post-test requirements are reviewed at registration with participants and are stated on the CEU application form.

At the start of each session, objectives are reviewed and presented to participants as part of the session evaluation form.

Category 7: Assessment of Learning Outcomes

7.1 Assessment methods shall measure the achievement of learning outcomes.

Learning is demonstrated through successful completion of the CEU Application Post-Test with at least 85% accuracy. Tests are reviewed and verified before CEUs are awarded.

7.2 The Provider shall have a process to ensure learners have achieved the learning outcomes through the learning assessment.

Post-Test questions are designed by Instructors to evaluate participant learning and to complement participant objective measures that are incorporated into the learning experience. Instructors will discuss the learning outcomes for their courses at the beginning of the course. Instructors will provide opportunities throughout their presentations for learners to ask questions and provide feedback. A minimum 10 minutes at the end of the instructional session will be reserved for questions and answers related to the learning outcomes of the session. Instructors will also provide their contact information so that learners can contact the instructors for any follow-up questions.

Category 8: Awarding the IACET CEU and Maintaining Learner Records

8.1 The Provider shall have a process verifying that the learner who registers and participates in the learning event is the same learner who receives the IACET CEU.

The CEU Application includes a place to show that learner identity has been verified. For CEU Application to be accepted, the learner must provide a photo ID to conference staff who indicate on the application that learner identity has been verified.

8.2 The Provider shall have a process to identify and inform learners if they have or have not met the established criteria for earning the IACET CEU.

Before the start of the event, at registration, Application for Certificate of Participation/IACET CEU forms are handed out. At the end of each session instructors review learning outcomes through a "Question & Answer" discussion. Instructors are required to verify not only attainment of knowledge but attendance is also verified by our room monitors. After the event, an answer key is made and all IACET CEU applications are reviewed for accuracy and given the proper CEU total based on total answered corrected by session. Participants who did not complete the requirements would be sent a certificate of participation and not a CEU certificate.

For each event, registration databases and session sign-in sheets are used to verify satisfactory course completion by each participant. Additionally, at each event, participants report session participation and sign a verification that they attended each session. Participants will receive CEUs only for the sessions in which they participated and only if they attend the entire session. Individuals are informed of their satisfactory completion of the CEU application by receiving his or her CEU certificate. If a participant fails to meet the requirements of the application a certificate of participation will be awarded, as is noted on the application form.

8.3 The Provider shall recognize successful completion of the established criteria either through a certificate of completion or a training transcript.

After the completion of the event an individual can submit a CEU application based on the sessions attended. The Operations and Events Manager will collect the CEU applications, grade the application to confirm the attendee answered the questions correctly and received a cumulative grade higher than 85%. Information is entered into the database with total hours of CEU's along with sessions titles. A CEU Certificate is awarded to each individual receiving a 85% or better on the post-test/application. The certificate is emailed to each individual. If an individual does not receive a 85% or better he or she will receive a Certificate of Attendance.

8.4 The Provider shall maintain an operational recordkeeping system, including backup, for each learner and learning event

The Access Database for each event includes the following information for learners receiving CEUs:

Learner Name and Contact Information
Event Title
Event Date
Titles of Sessions Completed
Number of IACET CEUs Awarded

The Database is backed up daily to secure cloud storage.

Registration records are maintained as well as CEU applications and session sign-in sheets by program and program year. A computer database is also maintained with course completion and CEU information.

8.5 The Provider shall have a process to maintain training records and make them available to learners for a minimum of seven (7) years.

OHSAI maintains permanent records within our database. In addition, the application submitted by the participant is retained as a part of the permanent record.

OHSAI accumulates information on each participant in our registration database as registrations are received. At the completion of the event and/or conference, participants have the opportunity to fill out a CEU application for the sessions he or she attended. In addition, all data on participants who have completed CEUs is entered into our database which produces the final CEU certificate. Participants may request a report of all CEU credits completed through OHSAI by contacting our office by sending an email to ohsai@ohsai.org or by calling 937-435-1113. Upon request, a record can be issued within 7-14 days.

Participant will receive a collection of certificates for the time period requested.

Records are maintained for a seven year period.

8.6 The Provider shall have a policy for ensuring the privacy and information security of learners' records that addresses the role of information input, maintenance, release and issuance of learners' records following learning event completion.

Learner records are kept up-to-date, private and secure. A computer database is maintained that includes participant contact information, event information, and unit information. CEU application forms which include that information in addition to participant personal information are kept filed in a locked cabinet. Following a conference or event participants can expect their CEU certificates to be emailed or mailed, based on the method requested, within 15 days of the meeting. Upon request in writing, from the applicant by signature only, records will be released and forwarded within a period of 7 to 14 days, based on need.

In addition to this policy, password-only access to computer records and locked file cabinets assure privacy and security.

Category 9: Evaluation of Learning Outcomes

9.1 The Provider shall have a process that requires the comprehensive, systematic evaluation of the learning events.

OHSAI uses a standard evaluation form for individual sessions that assesses the quality of the information, the integration of the information for application in Head Start, the level of preparation and knowledge of the presenters, and the overall quality of the session. Participants are also given the opportunity to identify what they liked most and least about the session and identify areas of interest for future training. The evaluation form also addresses the individual objectives and learning methods for each session. This allows us to measure the effectiveness of the session in implementing appropriate teaching strategies and meeting the objectives identified for the session.

Other forms used to collect program evaluation data include a Room Monitor Report and Presenter Feedback Form.

9.2 The Provider shall have a process for analyzing learning event evaluation results and sharing them with instructors, instructional design and development staff, program evaluators and administrators to ensure these results are incorporated into continuous process improvement for the specific learning event and future learning events.

Program review information is compiled for each learning event, aggregating and condensing information that is shared with instructors for use in future planning. Compiled information is kept with records of the event and utilized in future event planning to identify training needs and potential environmental adjustments.

There are many ways that we use the evaluation information to make continuous improvements in our training events.

- Information about trainer evaluations regarding preparation and expertise is used to determine whether or not those trainers will be used for future training events. When planning events, if a presenter has worked with us before, previous evaluations are referred to before finalizing plans with the trainer.
- Other evaluation data related to conference planning, conference management, facilities and other data is reviewed after each event to plan for future adjustments using the Post Event Review form.
- Participants state what changes they plan to make in their work as a result of their learning experience. This data is compiled and reviewed to monitor the impact of our professional development.
- The space on the evaluation for which reads “I would like more training in...” is used to plan events that will meet the self-identified needs of our audience. Roundtable session planners also use this information in determining topics for presentations and/or discussions at Community of Learner meetings.



Effective Date: 10/1/1998

Revision Date: 2/1/2018

NON-DISCRIMINATION POLICY

Policy:

It is the policy of the Ohio Head Start Association to maintain a working and learning environment free of all forms of discrimination.

Purpose:

This policy is intended to maintain compliance with all local, state and federal regulations, as well as a high standard of professional conduct throughout the organization.

Responsibilities:

Ohio Head Start Association Executive Director under the oversight of the OHSAI Governing Board

Process/Procedures:

Equal Opportunity

The Ohio Head Start Association, Inc. affords equal opportunity to all employees and prospective employees without regard to race, color, sex, gender, sexual orientation, religion, age, marital status, disability, veteran status or national origin or other criteria protected by law.

Inclusion

The Ohio Head Start Association, Inc. is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that activities and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, it is therefore the Non Profit Learning Institute's policy not to discriminate in offering access to its programs and activities or with respect to employment terms and conditions on the basis of race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

Prohibitions

The Ohio Head Start Association, Inc. prohibits discrimination on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, genetic information, and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of individuals in its programs and activities, or in employment and application for employment. Furthermore, the Ohio Head Start Association, Inc.'s policy includes prohibitions of harassment of program participants, customers, and employees, i.e., racial harassment, sexual harassment, and retaliation for filing complaints of discrimination.

Speakers and presenter involved in developing, administering, and delivering education sessions, special tracks, workshops or presentation at any OHSAI event are expected to maintain a high standard of professionalism and are not to discriminate or make discriminatory remarks based on gender, ethnicity, religion, age, disability, socioeconomic status, and/or sexual orientation.

References: *ANSI/IACET 1-2018 Standard 1.6*



Effective Date: 2/2007

Revision Date: 2/1/2018

PROPRIETARY INTEREST POLICY

Policy:

It is the policy of the Ohio Head Start Association that the Proprietary Interest of instructors is disclosed.

Purpose:

This policy is intended to maintain compliance with all local, state and federal regulations, as well as a high standard of professional conduct throughout the organization.

Responsibilities:

Ohio Head Start Association Executive Director under the oversight of the OHSAI Governing Board

Process/Procedures:

In some cases, The Ohio Head Start Association may allow an instructor with proprietary interests to conduct professional development activities at OHSAI events, provided that appropriate disclosure of such interest is made. Disclosure of proprietary interest will be made on course materials and at the beginning of the course.

Examples of appropriate disclosures are the following:

“The Instructor holds patent rights to the instrument”

“The Instructor has a financial interest in this instrument”

“The instructor is a consultant to the (name of Company)”

“The instructor owns more than 10% of stock in (name of Company)”

Even with disclosure, presentations shall not promote exclusive use of commercial product.

References: *ANSI/IACET 1-2018 Standard 1.7*



Effective Date: 2/2007

Revision Date: 2/1/2018

INTELLECTUAL PROPERTY RIGHTS POLICY

Policy:

It is the policy of the Ohio Head Start Association that the Proprietary Interest of instructors is disclosed.

Purpose:

This policy is intended to maintain compliance with all local, state and federal regulations, as well as a high standard of professional conduct throughout the organization.

Responsibilities:

Ohio Head Start Association Executive Director under the oversight of the OHSAI Governing Board

Process/Procedures:

Any materials, publications, processes, or related works for the design and delivery of continuing education and training developed by the presenter without the assistance of OHSAI, shall be owned by the presenter. The presenter shall provide OHSAI with a non-exclusive license for the materials under reasonable terms as to use and distribution.

The presenter shall grant OHSAI permission to: (1) copy, reproduce, publish and distribute the materials in all print and other formats (including but not limited to online publication via OHSAI's Web site, and distribution at future OHSAI programs and conferences); (2) reprint materials for distribution; and (3) make materials available for purchase and distribution after a continuing education and training event.

The presenter must represent and warrant that the materials do not violate or infringe on any personal or property rights of others, whether common law or statutory; the materials contain nothing libelous or otherwise contrary to law; and that they are authorized and empowered to grant the license and release to OHSAI.

OHSAI agrees to provide presenters with appropriate authorship credit as applicable and acknowledgment each time it publishes or republishes the Work, and to require authorized sub-licensees if any, to also provide appropriate authorship credit and acknowledgments. OHSAI understands and agrees that any grant of rights does not constitute a transfer of copyright and that the presenter remains free to present the materials or revised versions elsewhere.

References: *ANSI/IACET 1-2018 Standard 1.8*



Effective Date: 10/1/1998

Revision Date: 2/1/2018

POLICY ON IACET RECORDS

RETENTION

Policy:

It is the policy of the Ohio Head Start Association to maintain and retain a complete and permanent record of each learner's participation in approved courses/programs for a period of seven years.

Purpose:

This policy is intended to maintain compliance with all local, state and federal regulations, as well as a high standard of professional conduct throughout the organization.

Responsibilities:

Ohio Head Start Association Executive Director under the oversight of the OHSAI Governing Board

Process/Procedures:

OHSAI accumulates information on each participant in our registration database as registrations are received. At the completion of the event and/or conference, participants have the opportunity to fill out a CEU application for the sessions he or she attended. In addition, all data on participants who have completed CEUs is entered into our database which produces the final CEU certificate. Participants may request a report of all CEU credits completed through OHSAI by contacting our office by sending an email to ohsai@ohsai.org or by calling 937-435-1113.

Records are maintained for a seven year period.

References: *ANSI/IACET 1-2018 Standard 8.5*



Effective Date: 10/1/1998

Revision Date: 2/1/2018

POLICY ON IACET RECORDS

RELEASE AND PRIVACY

Policy:

It is the policy of the Ohio Head Start Association to maintain records that are kept up-to-date, private and secure.

Purpose:

This policy is intended to maintain compliance with all local, state and federal regulations, as well as a high standard of professional conduct throughout the organization.

Responsibilities:

Ohio Head Start Association Executive Director under the oversight of the OHSAI Governing Board

Process/Procedures:

Learner records are kept up-to-date, private and secure. A computer database is maintained that includes participant contact information, event information, and unit information. CEU application forms which include that information in addition to participant personal information are kept filed in a locked cabinet. Following a conference or event participants can expect their CEU certificates to be emailed or mailed, based on the method requested, within 15 days of the meeting. Upon request in writing, from the applicant by signature only, records will be released and forwarded within a period of 7 to 14 days, based on need.

In addition to this policy, password-only access to computer records and locked file cabinets assure privacy and security.

References: *ANSI/IACET 1-2018 Standard 8.6*



Effective Date: 4/2013

Revision Date: 2/1/2018

INSTRUCTOR FEEDBACK POLICY

Policy:

It is the policy of the Ohio Head Start Association that instructors provide feedback to learners on their mastery of learning outcomes.

Purpose:

This policy is intended to maintain compliance with all local, state and federal regulations, as well as a high standard of professional conduct throughout the organization.

Responsibilities:

Ohio Head Start Association Executive Director under the oversight of the OHSAI Governing Board

Process/Procedures:

- Instructors will discuss the learning outcomes for their courses at the beginning of the course.
- Instructors will provide opportunities throughout their presentations for learners to ask questions and provide feedback.
- A minimum 10 minutes at the end of the instructional session will be reserved for questions and answers related to the learning outcomes of the session.
- Instructors will provide their contact information so that learners can contact the instructors for any follow-up questions.

Instructors will be notified of these requirements throughout the planning process and reminded on site. Compliance will be monitored via the Room Monitor Report.

References: *ANSI/IACET 1-2018 Standard 6.1*

The Ohio Head Start Association sets a high standard for our learning experiences. Presenters are chosen for their knowledge and expertise and are expected to demonstrate the following competencies when presenting at and OHSAI event.

INSTRUCTOR COMPETENCIES

Competency 1: communicate effectively –

We look for clarity in speech that is appropriate for the setting, and the effective use of verbal and non-verbal language. And excellent listening skills are key.

Competency 2: update and improve one's professional knowledge and skills –

We expect our presenters to be on the leading edge of the topics they present and to demonstrate that materials are current, accurate and up-to-date.

Competency 3: comply with established ethical and legal standards –

Integrity is the foundation of the Ohio Head Start Association. That is reflected in the way we deal with a diverse body of learners, in the confidentiality we keep and avoiding any sense of a conflict of interest or a violation of intellectual property.

Competency 4: establish and maintain professional credibility-

We want our instructors to model the highest standards of professionalism.

Competency 5: plan instructional methods and materials –

Content must be organized in a logical manner to support learning outcomes. Work with us to consider the approach you will take in instruction, considering learning styles, the needs of adult learners and creating lessons based on a sound foundation of learning outcomes.

Competency 6: prepare for instruction –

We will work with presenters to help them understand the characteristics and needs of their intended audience. We require that presenters have familiarity with their presentation, the technology they will use and the participants they will address.

Competency 7: stimulate and sustain learner motivation and engagement –

Please make your material relevant to the learner, ensuring that goals and objectives are clear from the beginning. Foster a favorable attitude toward learning – enjoy what you do!

Competency 8: demonstrate effective presentation and facilitation skills –

Represent key ideas in a variety of ways, involve learners in the presentations, be adaptable, enjoy what you do! Keep your activities focused, ask good questions, use a variety of ways to get participation, be effective at closing.

Competency 9: promote retention and transfer of knowledge and skills

Make sure the content is relevant to their workplace. When possible, allow participants to practice in the class, and then discuss how they will apply at home. Design handouts that can stand on their own.



Effective Date: 4/1/2018

STAFF QUALIFICATIONS

Policy:

It is the policy of the Ohio Head Start Association to ensure that staff involved in the design, development, delivery and evaluation of events are qualified to perform their assigned tasks.

Purpose:

This policy is intended to maintain compliance with all local, state and federal regulations, as well as a high standard of professional conduct throughout the organization.

Responsibilities:

Ohio Head Start Association Executive Director under the oversight of the OHSAI Governing Board

Process/Procedures:

Ohio Head Start Association staff Job Descriptions include responsibilities associated with the design, development, deliver and evaluation of events, as well as competencies associated with these responsibilities. Applicants for any position will be evaluated using these criteria with the expectation that they possess education and professional experience that demonstrate these competencies.

Annual Performance Evaluations measure staff performance within each category of the Job Description, including functions associated with events.

References: ANSI/IACET 1-2018 Standard 3.1



Effective Date: 4/1/2018

COURSE CONTENT REVIEW

Policy:

It is the policy of the Ohio Head Start Association to review course content for quality, currency, effectiveness and applicability.

Purpose:

This policy is intended to maintain compliance with all local, state and federal regulations, as well as a high standard of professional conduct throughout the organization.

Responsibilities:

Ohio Head Start Association Executive Director under the oversight of the OHSAI Governing Board

Process/Procedures:

Course content is reviewed through multiple modes.

In the planning process prior to final approval for CEUs, the content is reviewed via the Training Event Form which includes description, date of most recent revision of content, learning outcomes, content, instructional strategies and learner demonstrations.

During the event, participants evaluate individual sessions with regard to the quality, currency, effectiveness and applicability of the content.

References: *ANSI/IACET 1-2018 Standard*