



Inspire! Care 360 Learner and User Manual



Inspire! Care 360 **Learner and User Manual**

Inspire Care 360 and its Inspire University specialize in helping childcare organizations better engage individuals specifically and as an organizational unit, resulting in growth and career success. The success of our members is paramount to the evolution of Inspire Care 360 and Inspire - University. IC360 is a prospective accredited provider of the International Association for Continuing Education and Training (IACET) Continuing Education Unit. Thus, Inspire Care 360 relies on the ANSI/ IACET Standard for continuing education and training to support creation, implementation, and improvement of Inspire University learning events. This manual is provided to all users and learners by Inspire Care 360 through its Inspire-University. Please refer questions about this handbook at inspire-university.com.

At Inspire Care 360 we are dedicated to providing childcare management support training and professional development. IC360 provides early childhood education centers with the resources they need to effectively engage their employees to effectively learn to care for the next generation of children. Inspire- University provides a professional development solution that stabilizes the teacher workforce, automates record keeping of courses and verifies completion of learning events and knowledge assessments.

Consistent with IC360's mission to help early childhood educators learn to provide the very best care, the company has developed a handbook to guide the development, implementation, evaluation and improvement of the courses we offer. Inspire Care 360 is provider seeking the accreditation of the International Association for Continuing Education and Training (IACET) which is rooted in educational research and scholarly standards. This handbook strongly reflects the elements presented in the ANSI/IACET I-2018 Standard.

The following pages provide a description of how Inspire Care 360 has incorporated the ANSI/IACET I-2018 Standard into its planning, policies, operating procedures, and record keeping and improvement processes.

Category 1: Organization, Responsibility, and Control

1.1. Incorporation

Inspire! Care 360 (hereinafter IC360) is an incorporated, registered, recognized legal entity founded by Anthony D'Agostino.

1.2. Mission Statement

At Inspire Care 360, we believe we can only be as successful as the businesses of our members. We help childcare providers flourish in service, business, and quality of life with state-of-the-art, back-end childcare management services. With an ongoing network of support, not only will your childcare center thrive, but the children in your care will benefit from improved and optimized care for years to come." IC360 and its Inspire University specialize in helping childcare organizations better engage individuals specifically and as an organizational unit, resulting in growth and career success. The success of our members is paramount to the evolution of Inspire! Care 360 and Inspire - University. IC360 is a prospective accredited provider of the International Association for Continuing Education and Training (IACET) Continuing Education Unit. Thus, Inspire Care 360 relies on the ANSI/ IACET Standard for continuing education and training to support the creation, implementation, and improvement of Inspire University learning events. For additional information, visit inspire-university.com

1.3. a. **Units and Positions Responsible for Compliance with ANSI/IACET 1-20168 Standard:** Inspire! Care 360 is a Prospective Accredited Provider of the IACET continuing education unit (CEU). Inspire! Care 360 relies on the ANSI/IACET Standard for Continuing Education and Training to guide the development, distribution, and improvement of courses and learning events in Inspire-University. As such, the units, and positions responsible for developing course work for Inspire! Care 360's, Inspire-University compliance with the ANSI/IACET 1-2018 standard for continuing education Include the following units and positions in IC360 include:

- Company CEO and Founder: Anthony D'Agostino
- Program Development: Vice President of Program Development: Bivette Stodghill
- Member Advocacy: Vice President of Member Advocacy: Jennifer Gaudio
- Learning Development: Director of Learning Development: Matt Foster
- IT Manager: Jon Aurit



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The Founder and Vice President of Program Development are responsible for the recruitment, hire, and supervision of consultants who are educationally and experientially qualified to develop training and instructional materials.

IC360 Organizational Chart

Units and Positions within IC360

Responsible for Compliance with the ANSI/IACET 1 2018 Standard for Continuing Education

CEO/ Founder Anthony D’Agostino				
Program/Learning Development	Member Advocacy	Inspire- University IT Systems Administration	Business Development	Media Communication
Bivette Stodghill Anthony D’Agostino Matt Foster	Jennifer Gaudioso	Jon Aurit	Julie Pelletier D’Arcy Dobbertin	Leah Williams Michael McDougal Charla Kucko Missy Briscoe

1.3 b Job Description Instructional Designer

The tasks and responsibilities associated with conducting a periodic internal review process to ensure the quality of the overall continuing education and training program at IC360 and the consistent application of the standard to include all categories and elements is the responsibility of IC360 staff who are Instructional Designers and work to perform the specific duties described in the Job Description for IC360 Instructional Designer. All individuals who work as part of the Program Development team, perform specific Instructional Designer duties, among other roles central to the design and development of IC360 programs and learner events.

1.4 a Process to Measure Effectiveness of Education/ Training

Inspire! Care 360 takes specific steps to know we are succeeding toward our mission by evaluating the effectiveness of our continuing education/training program. Inspire! Care 360 measures the effectiveness of the development,

administration, delivery, and support of its education/training using multiple methods implemented by the IC360 departments of Program Development, Systems Administration, and Member Advocacy. 1) Development of training is guided by means of qualitative needs analysis via focus group meetings with industry owners who present the training needs they have observed in their employees, as well as training needs, suggested or required by industry officials, licensors, and regulators.

The Vice President of Member Advocacy hosts needs assessment focus group meetings and distributes a questionnaire designed to identify and clarify learning needs. 2) Inspire! Care 360 measures the effectiveness of the administration of education/training by collecting feedback from users in the Alpha and Beta stages of testing. This feedback is collected directly from the Systems Administrator during Alpha and Beta testing and throughout the administration of the training event. 3) Inspire! Care 360 measures the delivery of its education/ training by capturing feedback from users and learners by means of direct feedback to the organizational units of Member Advocacy and Program Development. The Vice President of Member Advocacy is responsible for addressing delivery feedback to the Program Development Team and the Systems Administration unit. 4) IC360 provides ongoing support of its education/ training with the access of a 1-800 number for customer service and an instant 'chat' box that users can access. The transcripts emanating from the chat box and 1-800 customer service calls provide a record of this process. The Vice President of Program Development, Vice President of Member Advocacy, and Director of Systems Administration are jointly responsible for collecting a record of ongoing support, maintaining a record of the organizational evaluation, and determining the next steps.

1.4 b Evidence of a Completed Organizational Evaluation

Inspire! Care 360 provides both qualitative and quantitative evidence in our evaluations. These include steering committee focus groups, workbook activities, questionnaires, interviews, surveys, and direct messages from users. IC360 examines the qualitative and quantitative evidence from the organizational evaluation including steering committee notes, feedback, focus group outcomes, results of questionnaires, surveys, and feedback forms. IC360 also collects completed focus group committee workbooks that capture organization needs presented by the Steering Committee members.

1.5 a Documented Interval Review Process to Ensure Quality and Adherence to Standard

Inspire! Care 360 uses a self-assessment checklist to ensure the quality of our continuing education/training program and consistent application and implementation of the ANSI/ IACET 1-2018 Standard. AS a matter of process, the Vice President of Program Development completes the "Provider Self-Assessment Checklist ANSI/ IACET 1-2018 Standards for Continuing Education and Training" at select intervals to ensure adherence to the standard. An assessment using the "Provider Self-Assessment Checklist" was implemented in September 2020 to identify existing policies, processes, and related documents and provide an opportunity to conduct an analysis of current practices and/ or gaps as related to the ANSI/IACET 1-2018 Standard. The "Self-Assessment Checklist was completed on September 15, 2020. As a result of this checklist and resultant analysis, IC360 updated policies, processes, documents, and course materials to ensure

compliance and adherence to the Standard. As part of this process, IC360 sought to fully educate staff on changes by summarizing relevant policies, processes, documents, and references to course materials regarding Continuing Education and Training. This summary forms the basis for a Continuing Education and Training section in the Inspire Care 360 Employee Handbook.

1.5 b **Completed Signed and Dated Self Audit Checklist**

The Vice President of Program Development has completed a self-audit using the checklist identified. IC360 uses the checklist and audit materials provided by IACET to perform the self-audit.

1.6 **Inspire! Care 360 Anti- Discrimination Policy Statement**

It is the policy of IC360 to promote and maintain a work and learning environment in which all employees and users of IC360 Education and Training are treated with dignity, respect, and equity. To that end, Inspire! Care 360 has a policy that prohibits discrimination within the organization. Discrimination is defined as a preferential treatment based on an actual or perceived trait or characteristic or membership in a protected class. IC360 presents and expects all employees to adhere to the published equal opportunity statement and published policy against workplace harassment. The equal opportunity statements and policy against harassment provide information, definitions, reporting, investigation, and remedies for discrimination. As such, the anti-discrimination policy is included in the IC360 Employee Handbook. The anti-discrimination policy also includes individuals within the learning environment. The policy ensures that learners are involved in continuing education/training in our learning environment Inspire University. All course developers, designers, and instructors are made aware of the anti-discrimination policy as they are required to read, acknowledge, and accept the IC360 User Manual. The IC360 User Manual is available on the IC360 website and is also accessible via the IC360 Learning Management System (Inspire-University).

1.6a **IC360 Anti- Discrimination Policy**

It is the policy of IC360 to promote and maintain a work and learning environment in which all employees and users of IC360 Education and Training are treated with dignity, respect, and equity. IC360 ensures team members and users are given equal opportunity and treatment with regard to working and learning in an environment that is free from discrimination and harassment. No employee, learner, or user shall be denied access to continuing education, professional development, training, or attendant records and resources on the basis of actual or perceived membership in a protected class. Discrimination and harassment are strictly prohibited on the IC360 Campus and at any other location where IC360 offers programs, courses, events, or information, including the online Inspire University community. Discrimination and harassment are prohibited in all manners of connection with IC360 programs, activities, events as well as conditions of employment and terms of continuing education, professional development, competency,

and training. Discrimination or harassment through social media, electronic communications, or mobile media is prohibited. The prohibition against discrimination and harassment applies to all prospective and current employees, members, users, learners of IC360 including student workers, interns, consultants, contractors, and other individuals performing work for IC360.

1.6b **IC360 Anti-discrimination policy communication methodology for developers, planners, and instructors**

IC360 prohibits discrimination of employees and users. The Anti-discrimination policy is communicated to IC360 employees, consultants, and contractors in the IC360 Employee Handbook. Employees, consultants, and contractors who provide learning services read, review, and acknowledge their acceptance of the Anti-Discrimination Policy. User/learners and potential user/learners of IC360 course events receive notification of the Anti-Discrimination Policy in the marketing materials of the IC360 User/Learner Manual. The IC360 User/Learner Manual is accessible to learners, IC360 staff via the IC360 website, and the IC360 Learning Management System, known as Inspire-University.

1.7 a **IC360 Policy Disclosure of Any Instructor Proprietary Interest**

At Inspire! Care 360 we believe that all learners should have access to educational opportunities. We have created an education and training system that involves providing learning materials and educational opportunities available to members. In this system, the course events are created by Inspire! Care 360 are identified with a copyright symbol. The data and resources that identify the ideas, work, or thoughts of industry experts are used and presented with appropriate references and identified as references. Instructors and developers who work to create or present educational materials for IC360 have no vested or proprietary interest in the instructional materials or events. Instructors and developers who work to create or present educational materials for IC360 are asked and required to disclose in writing any vested or proprietary interests in pre-established content or content created prior to the engagement with IC360. All content and course events created on behalf of or in cooperation with Inspire! Care 360 after the time of hire or assignment remains the sole proprietary interest and concern of IC360 in perpetuity. All course events created by Inspire! Care 360 is the sole interest of Inspire! Care 360, wherein IC360 maintains all proprietary interests, including royalties or profits from the promotion of or endorsement of all course materials and course events.

1.7 b **IC360 Evidence of Disclosure of Instructor Proprietary Interest**

Inspire! Care 360 maintains proprietary interest overall educational materials and learning events. The Inspire! Care 360 copyright symbol is prominently displayed at the start of each course. In the event that an instructor did have a proprietary interest in any of the IC360 courses, the instructor's name will be prominently displayed on the introductory pages of each course. The disclosure to the learner of the instructor's name will indicate clearly that the instructor identified has a vested interest in the course, course content, devices, or materials. In keeping with this policy, course events, including course content, interactives, assessment, and learning events, marked with the IC360 copyright symbol are the express property and interest of IC360. Unless otherwise marked with the name of the specific instructor at the

front course matter and title pages, IC360 maintains a proprietary interest in the course and all related course content and events. The Disclosure of Instructor Proprietary Interest Policy is included in the IC360 User Manual. All learners and staff have the opportunity to review the Disclosure of Instructor Proprietary Interest Policy in the IC360 User Manual. The IC360 User Manual is available to all IC360 learners and staff on the Inspire! Care 360 website and the IC360 learning management system. Learners and staff may view the IC360 User Manual before taking a course. Please see the attached IC360 User/Learner Manual in the policy section titled Disclosure of Instructor Proprietary Interest Policy.

1.8 Intellectual and Legal Property Rights Policy

Inspire Care 360 acknowledges the intellectual and legal property rights for materials used in our learning events. Copywritten materials are cited when used in the learning materials. Educational materials that are referenced in our learning events remain the intellectual and legal property of the original creators. In instances where permission to use copywritten intellectual property is required, IC360 shall seek out permission to use copywritten materials by requesting use or purchasing use as required. In instances where permission of purchase to use is required, Inspire! Care 360 seeks to receive and file the proof of permission.

Category 2 Environment and Support

2.1a Policy to Ensure relevant instructional resources and learning resources are available

IC360 has a policy to ensure relevant instructional resources and learning resources are available for instructors, learners, and staff. In this endeavor, the Vice President of Program Development conducts research regarding instructional and learning resources to verify the accuracy and currency of materials. The Vice President of Program Development and the Systems Administrator work together to ensure that media and technological resources including websites, links, video, and other onsite learning or reference materials are in good working order, updated, and maintained. The Vice President of Program Development and Systems Administrator meets regularly to discuss, revise, or improve the resources as needed. The System Administrator maintains a system log that details and verifies the maintenance of resources.

2.1b Evidence to Ensure relevant instructional resources and learning resources are available

The Systems Administrator maintains the learning management system, through which users and learners access the instructional and learning resources. Learners and users may access instructional resources and learning resources through Inspire- University's Learning Management System. The Systems Administrator maintains an online software known as COMM 100 by which users and learners can note requests related to instructional resources. COMM 100

software generates a transcript and electronic logs. The Systems Administrator, Vice President of Program Development, Vice President of Member Advocacy work together to verify tasks needed to keep resource materials up to date, accessible, and maintained are consistently executed.

2.2a Policy to ensure learning environment supports the achievement of learning outcomes

Inspire! Care 360 has a process to ensure our online learning management system presents a learning environment that supports the achievement of learning outcomes. We provide a learning management system for asynchronous learning. The online training includes a how-to guide to provide instruction to users to detail registration, login, course enrollment, course navigation, and course completion and verification with a completed training certificate. Each specific section of the how-to guide details a specific task required of a learner to support the learning outcomes.

2.2a In the design of the curriculum and learning events, IC360 identifies the required criteria used to encourage learner interaction.

These criteria frequently include a working personal computer, laptop, or mobile environment. The online course structure is designed to support the achievement of learning outcomes by using various instructional materials that are compatible with adult learning systems. Moreover, the assessment methods and performance criteria are identified in the structure and design of the course event in order to copy of documented process of ensuring the learning environment supports the achievement of learning outcomes.

2.2b Evidence of completed design document

IC360 uses a Design Document to plan and develop courses. The design document allows IC360 to plan and display the relationship between identified needs, learning outcomes, types of instruction, and assessment methods. The criteria for the learning environment are stated in the design document in the comments/ notes area. The learning environment requires learners to use a computer, laptop, or mobile device with internet (world wide web) access. Learners must access the site; register using a company ID code and log in to Inspire-University.com using a username and password

2.2c Evidence of completed learning environment assessment

IC360 specifies the criteria for the learning environment needed for the successful achievement of learning outcomes in the user manual and the design document. At a minimum, each learner must have a computer (PC, Laptop, mobile device) and online web browser, a registration/login for the learning management system, and the appropriate time to complete the learning events. The needed criteria each user must have is identified in the IC360 User/ Learner Manual. The IC360 User/ Learner Manual is available on the Inspire! Care 360 website. The IC360 User/ Learner Manual is available on the Inspire! Care 360 learning management system. IC360 evaluates the learning environment with a quality control process that uses an evaluative form that allows for efficient assessment of the learning environment. The completed quality control assessment checklist allows for qualitative and specific feedback to IC360 in order to

further improve the learning environment. Evidence of the learning environment assessment process- include a completed facility assessment form and completed classroom requirements.

2.3 IC360 Policy for disseminating course information to learners in advance of the learning event

Inspire! Care 360 has a process to disseminate information such as the learning outcomes, criteria to earn the IACET CEU, prerequisites, and other requirements in advance of the learning event to increase the learner's probability of success. The process provides information to describe the learning events, event specifics, learning outcomes, learning assessment, program content, prerequisites, learning methodology, IACET CEU's to be awarded, technical equipment required, related skills requirements, support services for learners, cost, and payment information. Inspire! Care 360 delivers this information via a learning events catalog that is distributed via the company website and/or the company learning management system (inspirecare360.com and inspire-university.com)

Inspire! Care 360 provides this information to learners prior to the learner starting a learning event via our website page and a dedicated learning management system web page.

2.4a IC360 Policy to ensure learner support services prior to, during, and following the learning event

IC360 ensures that registration, scheduling, and communication methods for learners are effective. Learners register themselves in an auto-registration process. The registration process is available to learners 24/7 via the internet. Learners can schedule to take their online asynchronous courses at any time 24/7 with internet access. IC360 provides a chat helpline to ensure that learners register, log in, and navigate the learning management system. Learners can click on the chat popup and receive assistance and directives from a qualified staff person at IC360 during business hours of 8:30 am eastern through 6 pm eastern. Chat requests for assistance that occur after business hours are logged by the chat software and forwarded to the qualified staff person at IC360 who will contact the learner during the next available business hours to provide assistance, answer questions, and advise learners regarding the online learning event.

2.4b Evidence IC360 ensures support services of learners before, during, and following the learning event

IC360 communicates to learners' information about the learning event, and the ability of IC360 staff to support, advise, respond to questions about the learning program via email, direct phone calls, chat help requests, virtual meetings, screen share guidance, and ongoing email and phone support to resolve issues or provide assistance. A triage team consisting of the IC360 Member Advocate, Systems Administrator, and Vice President of Program Development provides support services to learners in advance of, during, and after a learning event. Submit the evidence of tasks and responsibilities starting with the registration communication and support services IC360 provides instructional information in the form of "How-Tos", direct interaction, and COMM 100 communications to learner/ users from IC360. The Member Advocate also provides support and services in response to direct program evaluation and follows up with staff during Operation Meetings on outcomes. The Member Advocate, as part of "Operations" at IC360, maintains an agenda, working notes, and follow-up for the Operation Meetings. During the weekly Operations meetings, the Systems



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Administrator, VP of Program Development, and VP of Member Advocacy at Inspire! Care 360 discusses the tasks, responsibilities, and services needed to support and communicate with learners about learning events.

2.5 Inspire! Care 360 ensures staff have administrative and technical support prior to, during, and after the learning event.

IC360 has a system administrator who is dedicated to providing admin and technical support to the instructor, instructional design and development staff, program evaluators, and program administrators before during, and after asynchronous online learning events. Inspire! Care 360 support services provide both administrative and technical support. IC360 Staff meet the Vice President of Program Development, The Member Advocate, and/ or the Systems Administrator for administrative support and can request and receive technical help from the IC360 Systems Administrator. Staff can request support via email, the chat button function, and via a 1-800 telephone number that is prominently displayed on company marketing materials and the company website. The support team is available Monday – Friday 8:30 am – 6 pm eastern standard time. The support team provides training and updates to staff in the form of staff meetings, training on the operating procedures, and via a manual describing these procedures.

Category 3 Planning and Personnel

3.1a IC360 has a policy to ensure individuals involved in the design, development, delivery, and evaluation of learning events are qualified.

IC360 has a policy to ensure that individuals involved in the design, development, delivery, and evaluation of learning events are qualified. In this we require that individuals be competent regarding the learning content, are credentialed or trained to plan or facilitate the learning event, and the individuals are knowledgeable in instructional methods and learning processes. IC360 requires individuals involved in the design, development, delivery, and evaluation of learning events have a proven record of experience performing these tasks and have a proven history of success before hire or partnership to create learning events. IC360 uses a job description when seeking individuals that require a resume, references, and a record of course facilitation, teaching, or writing. In order to meet the minimum requirements to be competent in the learning event content, we require that the individual meets minimum requirements for the industry as set forth by the state licensing in the industry.

3.1b Evidence of verified credentials for key personnel/ contractors associated with design, development, delivery, evaluation, and administrative tasks for continuing education training.

IC360 Inspire! Care 360 has a policy that individuals involved in the design, development, delivery, and evaluation of learning events are also credentialed or trained in the planning or facilitation of learning events. We require that the individual provides evidence of completed credentials. These professional development events are provided by

independent training and professional development providers. The professional development courses completed detail the training hours and if possible, the continuing education hours as identified by the course description.

3.2a IC360 has a process that requires regular performance evaluations of instructors, instructional design and development staff, program evaluators, and administrators regarding their job duties.

The performance evaluation includes the following objective evaluation items: quality and quantity of work, communication, interpersonal skills, planning, administration and organization, leadership, job knowledge and expertise, attitude, ethics creative thinking, self-development, and growth. The IC360 staff charged with instruction, design, development, and delivery of IC360 courses shall have an annual performance review conducted by the immediate supervisor. The documented process for the performance review involves a review of the job description elements and the creation of an objective performance evaluation that reflects the skills and tasks reflected in the job description. The direct supervisor reviews the performance evaluation tool and scores the evaluation sheet adding relevant content. The direct supervisor meets the staff person to review the performance evaluation standards, scores, and content. The supervisor provides the staff with an opportunity to verbally respond. The staff member has an opportunity to sign the performance evaluation. The supervisor provides a performance improvement plan to the staff person as needed.

3.2b Evidence of documented performance evaluations process for instructors, instructional design and development staff, program evaluators, and administrators.

The completed performance evaluations for IC360 instructors and IC360 design staff are included as evidence.

3.3a IC360 has a documented that processes, encourages, and document the professional development activities of staff who are involved in the design, development, and delivery of learning events.

IC360 has a process to encourage and document the professional development activities of staff who are involved in the design, development, and delivery of learning events. In this endeavor, we seek for staff to remain current in the subject matter material as well as adult learning methods and contemporary modes of instructional delivery. At Inspire! Care 360, the lead instructional designers retain membership in these industry training registries and professional organizations. The professional development activities undertaken by those staff may include in-person training, online training, webinars, staff meetings, conferences, and workshops. IC360 identifies the professional development needs of staff who are responsible for instructional design, development, and delivery by examining traditional and contemporary standards for learning, including theory, systems, procedure, and evaluation. We examine the trends, theories, and standards presented in state industry training registries and professional development registries. Staff may also engage in targeted, directed learning via journals, periodicals, books, white papers, policy papers, and research databases as needed.

3.3b Evidence of the use of documented process used to regularly evaluate professional development needs and learning opportunities for program planners/ instructors such as professional development assessment, performance goals, training logs, training calendars, and learning event announcements.

IC360 documents the activities of staff to ensure currency of subject matter expertise and learning methods of persons responsible for design, development, and delivery of learning activities and events at IC360. IC360 documents the professional development needs and activities of staff using the performance evaluation tool and the resultant performance improvement plan. The performance plan section includes a professional development assessment which allows for stated professional development goals for the time period. The staff person maintains membership in a state registry that documents and details professional development opportunities and tracks professional development events that are completed. The staff person maintains and presents evidence of professional development completion. The staff person responsible for the design, development, and delivery of learning activities and events may search the registry calendar of learning events and activities presented by the state registry in the areas of industry subject matter expertise and adult learning.

Category 4 Needs Analysis

4.1a IC360 conducts a formal needs analysis for the learning events in order to guide the development of planned learning outcomes and the design of learning events.

Each learning event undergoes a needs analysis that includes focus groups, questionnaires surveys, comments, and suggestions. We collect these needs analysis information via meeting minutes, focus group process, questionnaire, and survey evaluation as well as solicited comments via email, scheduled workshops, and customer requests. IC360 strongly relies on the needs presented by our membership base to determine gaps in available knowledge and expertise and needs for industry training. IC360 also examines our position and knowledge in relation to learning needs identified by various state registries and identified national organizations that present professional development for industry personnel. IC360 analyzes the specific needs analysis information to identify the need for new content and to determine the content needs and evaluation methods.

4.1b Evidence IC360 has completed a needs analysis by conducting focus group meetings and providing questionnaires to industry leaders and employers.

IC360 invites industry leaders who employ staff in this industry to participate in a steering committee that provides information concerning learning needs and needs assessment. These industry leaders are questioned about various professional development and training needs. Through the use of forced-choice, open-ended and focus group questions, these industry leaders specifically indicate to IC360 their needs for training events and content. Our focus group meetings and questionnaires provide the basis of evidence for our needs analyses. IC360 completes an annual focus

group meeting with the qualitative results being collected by the VP of Member Advocacy. Participants meet in person or join the meeting via a virtual meeting platform. A qualitative questionnaire is provided to focus group participants so that they can record their responses regarding professional development needs.

Category 5 Learning Outcomes

5.1 **IC360 has learning outcomes that are SMART; specific, measurable, attainable, realistic, and time-based.**

During the development and planning stage of course development, IC360 develops learning event outcomes with clear, specific, written learning outcome statements. As part of the course development phase, IC360 links the desired learning outcomes to appropriate adult learning methods, approaches, and interactive course activities. The Design Document allows IC360 to include clear, specific, measurable, concise learning outcomes in each learning event and to determine whether the learner has achieved the specifically stated learning outcomes for the learning event. Courses detail what the learner is expected to learn and accomplish in relation to the learning content. The learning outcomes of the course are provided in the first few pages of the course.

5.2 **IC360 establishes a relationship between the needs analysis and planned learning outcomes.**

The needs analysis provides the basis for developing learning outcomes and the goals for what each learner will achieve through participation in and completion of a learning event.

Category 6 Content and Instruction

6.1 **IC360 has a process to ensure that the selected outcomes are logically supported by the content.**

IC360 has established a development process that uses a learning design document process employing various aspects of adult learning theory that are conducive to online, asynchronous learning. In this development process, we take the following steps: 1. IC360 reviews the needs analysis 2. IC360 presents a course title solution for the need 3. IC360 brainstorms content outline based on identified content needs 4. IC360 designers use the design document to plan and develop learning outcomes for the course event. 6. IC360 course developers develop content based on the learning outcomes and the needs analysis 7. IC360 course developers create learning content including visuals and interactives for the course. 8. IC360 develops learning assessments that reflect the learning content and the learning outcomes 9. IC360 proofs the learning content, visuals, and accuracy and performs a quality control review 10. IC360 reviews the quality control review results and makes corrections, edits, or additions accordingly 11. IC360 developer presents the final course draft for approval to the owner/founder 12. IC360 publishes the course to the learning management system and announces the course availability via online platforms to learners.

6.2a IC360 conducts a course review that includes standards for quality, currency, effectiveness, and applicability of the content.

In conducting the course review, we rely on a team of volunteer reviewers who work in the industry and review the conduct and provide direct feedback on the quality, currency effectiveness, and applicability of the content. The volunteer reviewers provide feedback, suggestions, corrections, clarifications on the content and the learning assessments. The VP of Program Development contacts the volunteer reviewers and provides an evaluation rating and open-ended questions to answer regarding the quality, currency, effectiveness, and applicability of the content. The volunteer reviewers provide their course reviews directly to the VP of Program Development. The content reviews are accepted by the VP of Program Development in survey format, email, and team meetings with the volunteer reviewers. As a result of the qualitative reviews received, IC360 further investigates the content and provides updates, changes, or edits.

6.2b IC360 conducts content reviews using a checklist and qualitative survey format.

6.3a IC360 has a process to ensure adult learning principles are reflected in the course design and the learning outcomes and instructional methods are appropriately matched.

IC360 uses a course design document reflecting adult learning theory in order to match the outcome category with the instructional method used. In order to achieve this process, we use a design document. The design document identifies the course title, unit lesson names, time allotted for each lesson, content description and/ or content purpose for each lesson, learning outcomes for each unit lesson, instructional materials used, the method used, learning styles accommodated by the method, assessment methods and performance criteria for each lesson.

6.3b Evidence IC360 uses a design document and design process in order to match instructional methods to learning outcomes.

The design document process IC360 uses captures the relationship between needs identified at the needs analysis stage, learning outcomes, types of instruction, and assessment methods for adult learners.

6.4a IC360 has a process for calculating and recording the IACET CEU for learning events.

The IACET CEU is calculated for each learning event by determining the contact time in terms of minutes taken for each allowable activity in a course and dividing the contact time by 10 (hrs.). The resultant time rounded to the nearest tenth is the IACET CEU in terms of hours. Nonallowable activities are those activities that are unplanned, unsupervised, unsponsored, or nonworking breaktime are never used in the calculations for CEUs. Allowable activities included in IC360 courses are those that are self-paced, distance learning, asynchronous online learning, learning assessments, and directed classroom-based projects. The IACET CEU is awarded after the completion of all the course activities in a specified learning event. IC360 conducts a pilot study of courses to determine the length of the learning events,

specifically focusing on the contact time that is required for each learner to complete the course activities and the course altogether. The number of CEUs that will be earned for each course event is presented and displayed in the course description. The number of CEUs earned for each course event completed are recorded in a certificate of completion and recorded in the IC360 Learning Management System.

6.4b IC360 calculates CEUs for course learning events using a CEU Calculation Worksheet.

6.5 IC360 communicates the learning outcomes and requirements to earn the IACET CEU at the beginning of the learning event in the description of the course. IC360 provides the discussion of learning outcomes and the earning of CEUs at the beginning of a course learning event in the introductory description pages.

6.5 IC360's instructional delivery includes communication of learning outcomes and requirements to earn IACET CEUs at the beginning of each learning event.

Category 7 Outcomes Assessment

7.1 IC360 measures the degree of learning outcome achievement using an assessment process.

The assessment method used to assess performance criteria is a final quiz using forced-choice questions. Learners must achieve a score of 85% or greater. IC360 also uses a competency-based assessment to measure the degree of learning outcome achieved.

7.2a IC360 ensures that learners have achieved the learning outcomes using the learning assessments.

We provide learner feedback during the learning event and after the learning event. These opportunities for feedback are built into the lesson interactions and the lesson assessments. Learners experience various methods to assess achievement of learning outcomes including multiple choice, true false, matching, and multiple answer questions. Learners also experience role play interactives in an electronic scenario format. Each learner must answer questions correctly to achieve an 85% or higher to demonstrate learning outcome achievement. Feedback is provided to learners in multiple ways in these scenarios, knowledge checks and quizzes/ tests. Throughout the scenarios, learners must answer the correct sequence of event answers with complete accuracy. Learners who do not choose the correct sequence receive feedback about the correct answers and or feedback about the incorrect answer and are redirected to complete the scenario again. Learners who complete a knowledge check must complete all questions correctly. Knowledge check questions that are completed incorrectly, are presented again for the learner to complete after seeing feedback message the response is incorrect. Learners receive feedback to further guide the learner to the correct answer or alternatively why the answer, she chose was incorrect. Learners completing tests and quizzes receive

feedback when they have not achieved a score of 85% or greater and are redirected to review the content and take the test/ quiz again in order to move to the next section or complete the course. There are also opportunities for remediation in that learners may access the course again if they do not achieve the 85%. Learners may also complete tests and knowledge assessment multiple times until they achieve proficiency by completing the learning assessments again after reviewing the course content. Learners also have the ability to navigate through the course to view specific course content before their next attempt at any of the learning assessments.

7.2b Evidence IC360 assesses learners to ensure they have achieved the learning outcomes using the learning assessments.

The software used to generate the learning assessments, provides setting options for setting the standards for the learning assessments. IC360 uses a high standard to ensure learning outcomes. These standards incorporate 85% pass rate on quizzes/ tests, a 100% correct completion on knowledge checks and a 100% correct completion on scenarios.

7.2c Evidence IC360 includes learner feedback during and after learning events.

Learners receive feedback after each quiz/ test and during the completion of knowledge check and scenario based assessments. Each learner receives visual feedback to learners in the form of written guidance, written confirmation of right or wrong answer confirmation, and directives to complete the assessment again. IC360 requests that learners complete a program evaluation. The program evaluation includes the question “Did the instructor provide feedback on the achievement of the learning outcomes to the learners?” Please see the attached completed evaluation form used to verify the completion of learner feedback.

Category 8 Award CEUs and Learner Records

8.1 IC360 provides learners who complete course events the appropriate IACET CEU.

In order to ensure that the appropriate learner receives credit for the IACET CEU, IC360 verifies that learner who registers and participates in the event by requiring that the learner registers in the IC360 Inspire-University Learning Management System. Entry into the learning management system requires a three-step process. All users must register for the system using a unique company identification code that is distributed to the learner by IC360 Systems Administrator. The learner must register using the unique company Identification code, entering their email address, and setting a password that is unique and known only to the learner. Each time the user attempts a new learning event, they must log in using the unique email address and the unique secret password. Individuals who are not registered and logged in with the company identification code, unique email, and unique password may not enter a course or obtain CEU’s. As a point of verification, supervisors and managers of the company may access the learner information including

log-in information, completion information and CEU awarded certificates to verify that each learner who registers and logs in to the course event is the learner identified at their company. All registered owners who complete the course event, receive a certificate of completion that states their full name, the date of completion, and the name of the course.

8.2a IC360 identifies and informs learners if they have or have not met the established criteria for earning the IACET CEU.

IC360 communicates the criteria that learners must meet to earn the IACET CEU at the beginning of a course in the course in the course description. The communication of the established criterion needed to earn the IACET CEU is communicated on the online learning management system at the time of login to the course event. IC360 requires that learners complete all course activities and course assessments before earning the IACET CEU. After a learner completes the online course, the learner may click to view a certificate of completion. The certificate of completion generates fully with the learner's name, name of the course completed, and date of completion to alert the learner when he/she has earned the IACET CEU. The completion certificate identifies the number of IACET CEU hours earned on the face of the certificate.

8.2b IC360 identifies and informs learners if they have not met the established criteria for earning the IACET CEU.

IC360 communicates the criteria that learners must meet to earn the IACET CEU at the beginning of a course in the course in the course description. When correctly earned, the completion certificate identifies the number of IACET CEU hours earned on the face of the certificate. Learners who do not correctly or fully complete all the required activities may not move forward in the course page lessons. Learners who do not correctly or fully complete all the required course assessments may not move forward to complete the course and are instead redirected to complete the course assessment fully. Learners who exit the course without fully completing all required online learning activities, will not generate a fully completed certificate of completion which indicates the earning of the IACET CEU. The IC360 learning management system is coded to generate a blank in the area the date of completion would be printed on the certificate. The absence of the date of completion on the certificate, lets the learner know that they have not achieved a full completion of the course and have not been awarded the CEU credits for the course. Additionally, when an activity, course, or certificate has been successfully completed a small checkmark for completion appears near the activity in the learning management system.

8.2c IC360 communicates to learners who have not completed the course criteria for earning the IACET CEU with a certificate.

The IC360 learning management system called Inspire University generates a certificate that does not include any date of completion in the date area. The absence of a date indicates to all learners that they have not been awarded the IACET CEU credits for the course.

8.3a IC360 provides documentation of the successful completion of a course event by granting a certificate of completion.

At the conclusion of the learning event, learners who have completed all course and assessment requirements are awarded a certificate of completion that clearly identifies the date of completion. Learners who do not complete all course and assessment requirements are not awarded a date of completion on the face of the certificate.

8.3b IC360 documents the successful completion and earning of the IACET CEU.

IC360 documents the successful completion and earning of the IACET CEU with course certificates that are maintained in an online database in the learning management system. Additionally, a record of courses completed, in progress, and not started is available to generate a transcript record of all courses completed and CEU's earned. This documentation is stored within the online learning management system.

8.4 IC360 maintains learner records for each learner and learner event.

IC360 maintains learner records for each learner and learner event using an online record-keeping system within the learning management system. The IC360 Systems Administrator maintains the system and backs the system up according to a predefined schedule. Within this learning management system, the following information is maintained: the online IP address for Inspire! Care 360, the learner's first and last name, the learner's email address, the title of the learning event, the completion date of the learning event, the number of IACET CEUs awarded upon completion, and a description of any codes used in the online record-keeping system, housed within the learning management system. Upon request, the system administrator, learner, and management staff can generate an electronic accounting of the learner's record can be generated. Access to the transcript and any learner records or learner information is limited to IC360 staff who are directly involved in the design, delivery, and maintenance of courses and course records and the direct manager(s) of the learner.

8.5 Inspire! Care 360 ensures a process to maintain and update learner records in the Learning Management System for a minimum of seven (7) years.

IC360 has the ability to generate and provide learner records to a learner upon request to Inspire! Care 360. All learners who are currently registered in the Inspire! Care 360 learning management system may log in to the learning management system using a unique email address and password to generate a learning record and copies of certificates of completion. Learners who are no longer registered in Inspire University Learning Management System may access the chat function that appears at the front screen of the learning management system and may request a copy of the

learner records. The System Administrator will verify that the requester is in fact the learner with a validation of the first and last name and unique email address used in the learning management system. If the unique email address and password are no longer available or known to the requester, the System Administrator will verify the identity of the requester by viewing a photo identification that presents the first and last name of the requester. The IC360 Systems Administrator maintains the responsibility to maintain or provide learner records.

8.6a IC360 ensures the privacy and information security of learner information and learner records.

IC360 ensures the privacy and information security of learner information and learner records. Only learners who are members of the IC360 Inspire-University system may access courses, learner information, and learner records. Learners who hold a unique log-in email username and a unique self-assigned password may access their learner records without the assistance of IC360. Per policy, IC360 does not release learner records to individuals other than the learner once

their identity has been verified. Individuals who wish to gain access to learner records must submit a request to release learner records to the Systems Administrator. The release request must be accompanied by the learner's first name, last name unique email address information, and photographic identification, as necessary. The Systems Administrator (or her department representative) will verify the requester's identity and send an initial email response indicating a records request has been made. The Systems Administrator or department representative will then provide a copy of the learner's transcripts or course record in electronic format.

8.6b IC360 maintains a strict confidentiality and records release policy concerning learner records.

The IC360 Systems Administrator is responsible for updating and maintaining learner records in the learning management system and the appropriate backup file system. IC360 staff who are members of the operations department may also update and maintain learner records. IC360 Operations Staff receive onsite, hands-on training from the System Administrator. IC360 staff may update records or suspend a learner from the learning management system. In order to ensure that learner records are available for at least seven years. In order to maintain access over the records, IC360 staff and systems administrators do not delete a learner or her records from the learning management system. Use of the suspend feature will allow IC360 staff to retrieve the learners' records at will. Learners who request their learner record must submit proper identification before the release of any records or information regarding the learner.

8.6c Learners are notified of IC360 policy for ensuring privacy and information security of learner records

Learners are notified of the IC360 policy for ensuring privacy and information security of learner records in the Privacy and Information Security Policy for Learner Records policy section of the IC360 User Manual. IC360 staff and learners each receive a copy of the IC360 User Manual and can review the policy and procedure of how information input,

maintenance, release, and issuance of learner records after a learning event has been completed. IC360 staff who are responsible or have the ability to input, maintain, release, or otherwise issue learner records or learner information undergo training that includes how to maintain the confidentiality and records security of learners.

Category 9 Evaluation

9.1 **IC360 requires a comprehensive systematic evaluation of learner events.**

In order to ensure a quality learning program, we evaluate the learner events and make continuous improvements. All learning events are evaluated using an evaluation form that measures the achievement of learning outcomes, instructor competence in subject matter, instructor skill, application of learning, quality of the learning environment, and opportunities to improve the learning event. All learners have the opportunity to evaluate the learning event by answering questions in these areas regarding that specific learning event at the close of the learning event. The learning

event evaluations are then compiled and analyzed in order to examine and improve learning events. IC360 also requests that advanced learners complete assessments and course evaluations offering their perspectives and expertise. These results are compiled and analyzed for the purpose of improving learning events.

9.2a **IC360 has a process for the analysis and communication of learning event evaluation results and sharing them with persons responsible for the design, development, delivery, evaluation, and administration of learning events.**

In order to ensure that each IC360 staff person who is responsible for the review and analysis of learning events, the Operations Team, reviews evaluation results quarterly to discuss results and ensure results are incorporated in continuous improvement efforts. The Systems Administrator, Vice President of Program Development, and Vice President of Member Advocacy form the Operations Team. The Operations Team meets to collect and discuss results, analyze feedback, and to communicate results to the persons responsible for designing, developing, and delivering eLearning events. Each member of the IC360 Operations Team can add Course Evaluation to the meeting agenda at any time.

9.2b **IC360 uses an evaluation questionnaire that allows learners to answer forced choice and short answer questions specifically about the course.**

As a result of the analysis of completed evaluations, the Vice President of Operations will examine the course content, design, assessments to identify opportunities for continuous improvement and to take corrective actions as needed. Please see the summary evaluation results. When a corrective action is needed for a course, the Vice President of



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Program Development makes the needed change to course content, assessment, or interactive to improve the course. The course is republished and directly changed in the learning management system.

The primary success of Inspire Care 360 relies on the success of its early childhood educators engaging their staff in education and training that reflects best standards in the industry. Inspire-University offers course events that contribute to care and management of child care centers. The learning events help employees gain knowledge and skills through their participation in learning events and the completion of knowledge assessments that address the needs of adult learners. The design, creation, presentation, evaluation and improvement of learning events at Inspire Care 360 reflects the research and rigor presented in the ANSI/IACET I-2018 standards and the designation of an accredited provider of course events with accredited CEUs.

***Minimum Technology Notice to Users:** The minimum technology requirements needed to complete this course include: Computer device with Windows, Internet or WiFi access, a supported browser and ability to enable and disable popups.*