

North Carolina Health and Safety Assessment Tool Training Manual

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Introduction

History and Background

The NC Health and Safety Assessment (NC HSA) was developed in 2008 by the North Carolina Child Care Health Consultant Association (NC CCHCA) and the North Carolina Child Care Health and Safety Resource Center (RC) as a tool to assist Child Care Health Consultants (CCHCs) document and measure the health and safety assessment process in early child care facilities.

The NC Health and Safety Assessment and Encounter Tool (NC HSAET) is an updated version of the NC HSA. It was extensively revised in 2021 by the NC Resource Center staff in collaboration with the [Cecil G. Sheps Center for Health Services Research at UNC](#) and includes:

- A reorganization of indicators into sections that align with the [Child Care Health Consultant Competencies](#)
- The ability to document encounters with early childhood educators, including:
 - Technical Assistance
 - Trainings
 - Meetings
 - Communication

The NC HSAET is intended to be used by CCHCs working in North Carolina to assess the health and safety elements of early care and education programs. Agencies that supervise CCHCs can use the data collected to assess quantity of work and quality improvement strategies implemented by the CCHC in their community. The NC HSAET has been recommended by the North Carolina Partnership for Children (NCPC) since its creation and is referenced in the CCHC Service Model for use by CCHCs in child care facilities.

When to Use the NC HSAET

A CCHC can enter data into the NC HSAET anytime they interacted with a child care facility or community partner. Data collected includes:

- Training and Outreach data
 - When CCHC
 - sends communication to staff at multiple agencies
 - leads, co-leads or presents at a meeting – or participates in a meeting
 - participates in an event, such as a community event
 - provides a training for staff at one or more facility.
- Facility specific data
 - Documentation for encounters, without or without an observational assessment conducted.
- Observational assessment data
 - Classroom or other child care area observation results.

Observational Assessments

The NC HSAET should be used by CCHCs as they work with early educators to promote healthy and safe child care environments. CCHCs use the NC HSAET to assess indoor and outdoor health and safety to identify areas of improvement. The assessment process allows facilities to gain an informed understanding of their current practices, highlighting their strengths, and is the starting point for developing a Quality Improvement (QI) plan.



The development of the QI plan is a joint effort between the CCHC and early educators and prioritizes strategies to address those areas noted as needing improvement.

The data collected during observational assessments is documented in the NC HSAET should only be used to guide the work of the CCHC. The data gathered about a program’s environment and practices must be kept confidential by the CCHC, though the facility director/owner/operator may use assessment information as they see fit (for example, as part of documentation during an administrative action).

Participation by the facility staff in the assessment process should be voluntary. Refusal to participate in an assessment process and/or use assessment data should never be used to penalize a facility.

Assessment data collected is stored in a secure server housed by the University of North Carolina, Chapel Hill. Aggregated data is used to assess and demonstrate the effectiveness and impact of CCHC services. Access to the data is limited to those individuals approved by the NC Health and Safety Assessment and Encounter Tool administrators.

Components of the North Carolina Health and Safety Assessment and Encounter Tool

The NC HSAET divides indicators into 13 sections:

| | Section name | Number of indicators | Includes: |
|----|--|----------------------|--|
| 1 | Illness and Infectious Diseases | 48 | Daily health checks, immunizations, exclusion, handwashing, diapering, toileting, sanitation, food handling to prevent illness in the classroom. |
| 2 | Children with Special Healthcare Needs | 15 | Medical Action Plans, accessibility, accommodations, inclusive environments. |
| 3 | Medication Administration | 18 | |
| 4 | Safety and Injury Prevention | 54 | Safety in indoor and outdoor environment, safe eating, supervision, safe sleep. |
| 5 | Emergency Preparedness, Response, and Recovery | 18 | |
| 6 | Infant and Child Social Emotional Wellbeing | 11 | |
| 7 | Child Abuse and Neglect | 12 | |
| 8 | Physical Activity | 15 | |
| 9 | Nutrition | 21 | |
| 10 | Oral Health | 17 | |
| 11 | Environmental Health | 33 | Exposure to toxins (lead, radon, tobacco, toxic materials), indoor and outdoor air quality, pest management, safe food handling in the kitchen. |
| 12 | Staff Health and Wellness | 21 | Bloodborne Pathogen Standards, workplace accommodations, staff health education and health |



| | | | |
|----|---------------------------------------|----|--|
| | | | promotion, resources and referrals to community resources, staff professional development. |
| 13 | Policy Development and Implementation | 28 | |

Each section's **indicators** were developed to assess the health and safety practices in a facility. For example, "3.1 Staff are trained on safe documentation, storage, and administration of medication in child care" and "11.1 Areas accessible to children are free of identified lead poisoning hazards".

The NC HSAET should be used as pre- and post-assessment tool to measure outcomes of a CCHC's work with a child care facility in a variety of situations, such as during:

- **Training:** When a CCHC is asked to provide training for a specific facility, the CCHC can select sections from the NC HSAET that pertain to the training request to use as baseline measures. These ratings can help identify areas to target in the training. A follow-up assessment on the same sections can be used to measure behavioral and environmental changes as a result of the training.
- **Targeted consultation:** Short-term technical assistance, typically focused on a specific issue or pre-identified need. Sections that relate to the identified targeted need will be assessed at the start and at the completion of consultation. For example, for a referral for CCHC services received due to a communicable disease outbreak, the assessment would focus primarily on the Illness and Infectious Disease section.
- **Comprehensive consultation:** Long-term technical assistance that focuses on multiple areas to determine need. For example, for a facility who self-refers prior to a scheduled rated license assessment, the initial (baseline) assessment would focus on most or all the sections of the assessment to determine where the facility has need of improvement. After the initial assessment, the CCHC will work with the facility to determine which areas the facility will prioritize for quality improvement work. During the follow-up assessment, the CCHC will typically only assess areas which were chosen for quality improvement.

Who can access the NC HSAET and data from the tool:

Qualified CCHCs who have been approved by the NC Resource Center can use the NC HSAET once they and their supervisor have signed the [New User Application and Agreement Form](#), as well as one supporting agency member of the CCHC (see our NC HSAET Report Viewer Information Sheet).

Data that:

- identifies the classroom/area or facility name and is connected to an observational assessment or quality improvement plan must be kept confidential between the CCHC and the director/owner/operator or early educator. Direct supervisors of CCHCs may review the CCHC's work for supervision and quality assurance purposes but data should be de-identified before sharing.
- does not identify the classroom/area or facility may be shared with agencies supporting and funding CCHCs. This data is used for reporting and may be used for research and analysis.

Please see [Appendix: User Agreement](#) to view a copy of the New User Application and Agreement Form.

System requirements:

The NC HSAET is accessible online and was developed to be used with an internet browser. Any computer, tablet, or mobile phone with an internet connection can access the NC HSAET.

The NC HSAET:

- functions with Google Chrome, Mozilla Firefox, Apple Safari, Microsoft Edge
- does **NOT** function properly with Microsoft Internet Explorer (IE).

Section 1: Accessing the NC HSAET Website

To gain access to the live NC HSAET (available July 6, 2021) all **CCHCs and their supervisors** must complete the online [New User Application and Agreement Form](#). Supervisors and Evaluators who want to gain access as a [Report Viewer](#), will need to indicate this on their Agreement Form.

There are two versions of the NC HSAET website:

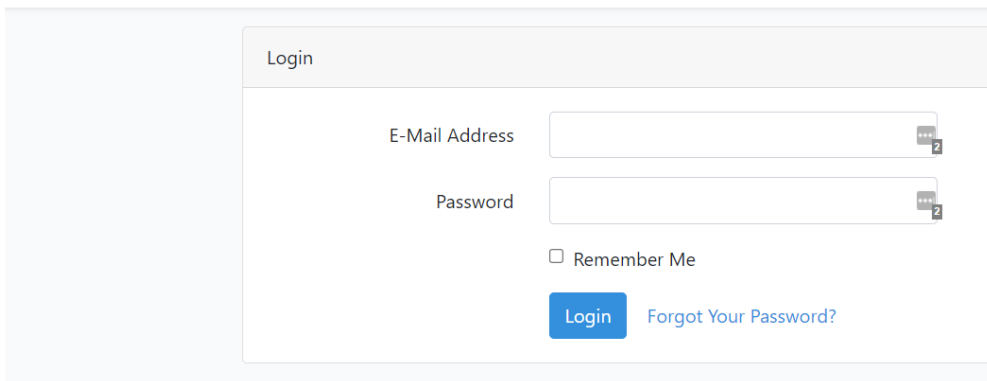
- Demo: <https://nchsaet.sirsdemo.unc.edu> – for learning and practice using the tool
- Live: <https://nchsaet.sirs.unc.edu> – for entering real data and reporting

Prior to using the live NC HSAET, practice using the new tool in the demo website to get a general sense of how the tool works before entering information into the live site, which will be used for reporting purposes. A New User Application and Agreement Form is not needed to use the demo website. Please be aware that nothing in the demo website can be transferred to the live website.

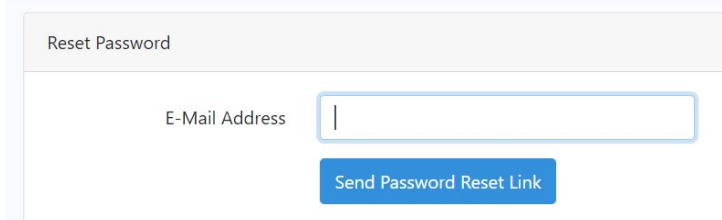
Instructions:

1. From the log in page:

NCHSAET :: demo Facilities Trainings & Outreach

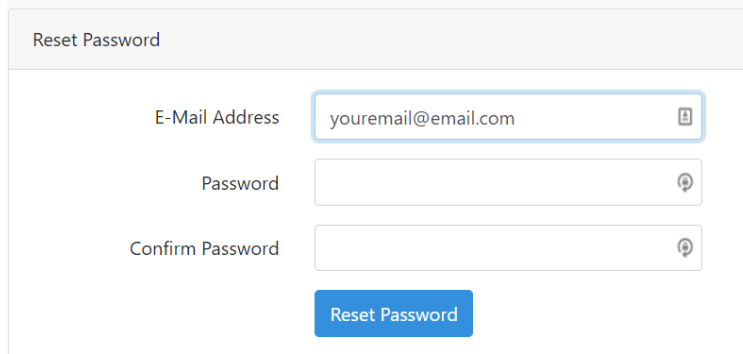


2. Click **Forgot Your Password?** This opens the **Reset Password** screen:



3. Enter the email address on record with the Resource Center. If you are unsure, email the Administrator at nchsaet@unc.edu
4. Click **Send Password Reset Link**.
5. Check for an email from nchsaet@unc.edu which will include a link to reset your password. If the password does not come immediately, be sure to check your spam/junk folder.

6. After clicking the link, choose and confirm a new password.



Reset Password

E-Mail Address

Password

Confirm Password

[Reset Password](#)

Use a password that is/has:

- At least 8 characters—the more characters, the better
- A mixture of both uppercase and lowercase letters
- A mixture of letters and numbers
- At least one special character, e.g., ! @ # ?]
 - Note: do not use < or > in your password, as both can cause problems in Web browsers

Note: The NC HSAET system will log users out automatically after 2 hours of inactivity.

Section 2: Sorting and Adding Facilities

After logging in, users will be taken to the main facility page. Here a user will see listed facilities within their assigned county(s). Facilities can be **sorted** by Assigned CCHC, Facility Name, License #, License Type, and County. On the **Facilities** page the arrows to the right of the column names allow for sorting.

Facilities

Arrows allow for sorting

Add Facility

| ID | Facility Name | Assigned CCHC | License # | License Type | County |
|----|--------------------------------|---------------|-----------|----------------|---------|
| 1 | A CIRCLE OF LIFE PRESCHOOL LLC | | 34001341 | Four Star FCCH | Forsyth |

Newly opened facilities can be **added** as needed.

Instructions:

1. Click on **Add Facility**
2. Complete fields in the **Add Facility** screen. Fields with a red asterisk (*) must be completed before saving.

Add Facility

* Facility Name

Address

Address 2

City

Zipcode

* County

Phone

Email

Contact Name

For new facilities without a license number: Contact the Resource Center Data Administrator at nchsaet@unc.edu for a temporary, “fake” license number. Users are not allowed to create a fake number on their own and will be responsible for replacing the fake license number with the real license number when it becomes available.

Section 3: Editing Facility Information

Blue Crayola

[Edit Info](#)

County: Mecklenburg | Capacity: 100

License #: 0000001 | License Type: Four Star Center | License Effective Date: 06/11/2021

Sanitation Classification: Approved | Most Recent Sanitation Inspection Date: 06/11/2021

Administrative action taken in last 3 years: No

Subsidy Approved: No

[Create Assessment](#)[Create Encounter](#)[Add Classroom/Area](#)[Assessments](#)[Encounters](#)[Classrooms/Areas](#)[History](#)

The NC HSAET is preloaded with all facilities licensed in NC in spring 2021 in the new tool with [information from DCDEE](#).

CCHCs should update information about facilities that they will be working with including:

- Assigned CCHC
- Address
- Phone number
- Contact information
- License type and effective date of current license
- Facility capacity
- Sanitation classification and date of most recent sanitation inspection
- Information about:
 - any administrative action in the last 3 years
 - whether the facility takes subsidy
 - if the facility has closed. (Note: Will mark facility as **Closed** on main facility listing.)
- Whether the facility has signed an agreement with the CCHC
 - date of the signature
 - facility representative who provided the signature

Information may be obtained from the old NC HSA tool and/or from the DCDEE childcare search feature:

<https://ncchildcaresearch.dhhs.state.nc.us/search.asp>

Note: Adding **Assigned CCHC** allow users to search the **Facilities** list for their own name, to show all the facilities to which they are assigned:

| ID ↑↓ | Facility Name | Assigned CCHC ↑↓ |
|-------|--|------------------|
| 10 | THE GODDARD SCHOOL / FUQUAY-VARINA | Jasmine CCHC |
| 5674 | Blue Crayola | Jasmine CCHC |

Completing the fields on **Edit Facility** page AND filling in the same fields on the [General Info](#) screen during an assessment both populate the **Facility page** in the NC HSAET.

Last updated 7/15/2022



NORTH CAROLINA
Child Care Health and
Safety Resource Center

When users edit information about license type and sanitation classification on the Edit Facility page, those changes are listed under the **History** tab on the facilities main page.

- Sanitation classification
- License type
- Administrative action

| Field | Old Value | New Value | Changed By | Date |
|---------------------------|------------------|------------------|-------------------|---------------------|
| License Type | Four Star Center | Five Star Center | Theresa Stenersen | 2021-06-11 16:42:20 |
| Sanitation Classification | Approved | Superior | Theresa Stenersen | 2021-06-11 16:42:20 |

Section 4: Adding a Classroom or Area

To create an assessment cycle, record encounters associated with, or technical assistance provided to a specific classroom or area inside the facility, first add the **Classroom/Area** on the facility page.

Both classrooms and other areas within the facility, such as kitchens, playgrounds, and other common areas can be added to the facility page. If a section of the assessment applies to the facility as a whole, create an area called **Facility wide**, for example.

Blue Crayola Edit Info

County: Mecklenburg | **Capacity:** 100
License #: 0000001 | **License Type:** Five Star Center
Sanitation Classification: Approved | **Most Recent Sanitation Inspection Date:** 01/14/2021
Administrative action taken in last 3 years: No
Subsidy Approved: No

Create Assessment Create Encounter Add Classroom/Area

Assessments Encounters Classrooms/Areas History

| Classroom/Area | Assessments |
|---|--|
| Miss Judy's room Infant room | 06/03/2021 ← Any assessments associated with classroom |
| Playground ← Name Common playground for infants/toddlers ← Description | |
| Facility wide | |

Instructions:

1. Select the facility
2. Navigate to **Classrooms/Areas** to determine whether the classroom or area has already been created.
3. If classroom/area is not previously created, select **Add Classroom/Area**.
4. Create a descriptive name for that classroom or area and fill out a description that would be helpful to keep track of which classroom or area is being referred to.

Deleting classroom/area: Users can delete a classroom/area if it was created in error if the error is caught immediately, but once an encounter or assessment is associated with that classroom/area, it **can no longer be deleted**.

To delete a classroom/area

1. Navigate to Classroom/Area
2. Select a classroom/area that does not have assessments/encounters tied to it
3. Click on the name and select delete Classroom/area

Classroom/Area (Blue Crayola)

Name Facility Wide

Description

Back

Delete Classroom/Area

| Classroom/Area | Assessments |
|---------------------------------|-------------|
| Miss Judy's room Infant room | 06/03/2021 |

Editing classroom/area: It is not possible to edit the name of a classroom/area once created. If an error is caught before an assessment or encounter is associated, delete the classroom/area and create a new classroom/area, correcting the name.

- Use a name that will not change as the classroom/area name, if possible.
- If the name of the room changes from one assessment cycle to another (from Miss Judy's room to Miss Suzy's room, for example) a second classroom can be created for subsequent assessment cycle.

Tip: You can create multiple assessment cycles for the same classroom/area.

Section 5: Facility Specific Encounters

There are two types of encounters in the NC HSAET, including facility specific encounters and training and outreach encounters.

When to enter a Facility Specific Encounter: When the encounter involves only working with one child care facility.

- **CCHC initiated:** when the CCHC initiates the encounter.
- **Facility requested:** when the facility initiates the encounter.
- **Child care licensing referral:** when the child care consultant initiates the encounter.
- **Children’s Environmental Health Specialist referral:** when the CEH Specialist initiates the encounter.
- **Other referral:** when the encounter is initiated in any other way such other technical assistance providers or community partners.
- **Training:** When a CCHC provides a training for a specific facility, that training can be entered as a facility specific encounter. This should only be entered for trainings that the CCHC led, co-led, or presented.
 - As of 7/15/2022 Trainings that are entered a a facility specific encounter will be counted in both the **Training** and **Facility Specific Encounters** section of the **Children and Staff Served Report**.
 - Instructions on how to enter a facility specific training are below.
 - Originally CCHCs were asked to enter facility specific trainings as a training and an encounter, this update streamlines the process.

Facility Specific Encounters can be exported in the [Facility Encounters Log by CCHC](#), which documents all encounters entered by a CCHC and the facility where they took place. **Because this information is available in the report, CCHCs should not include any personally identifiable information concerning the facility staff.**

To learn more about when to enter a Trainings and Outreach Encounter, click [here](#).

To document an encounter specific to one facility, go to the facility, and select **Create Encounter**.

Blue Crayola

[Edit Info](#)

County: Mecklenburg | **Capacity:** 100
License #: 0000001 | **License Type:** Five Star Center
Sanitation Classification: Approved
Administrative action taken in last 3 years: No
Subsidy Approved: No

[Create Encounter](#) [Create Assessment](#) [Add Classroom/Area](#)

Facility specific encounters can stand alone or be tied to an assessment cycle and used to document technical assistance and consultation provided during the work of a Quality Improvement plan, for example.

Technical assistance, as defined in the [North Carolina Child Care Health Consultant Service Model](#), is:

- **Comprehensive health and safety consultation** – long-term technical assistance involving observation, ongoing assessment, and the development and implementation of a quality improvement plan to support change in all areas of identified need.

- **Targeted health and safety consultation** – short-term technical assistance typically focused on a specific issue or identified need. It may be helpful to use an assessment tool to evaluate practices to inform what consultation is needed.

Instructions:

1. Select the facility to create an encounter for from the main facility page
2. Navigate to that facility’s detail page, select **Create Encounter**
3. Fill out the
 - encounter date,
 - reason for the encounter

* Reason for Encounter

Select ... ▼

Select ...

CCHC initiated

Facility requested

Child care (licensing) consultant referral

Children's environmental health specialist referral

Other referral

- the assessment cycle that the encounter is tied to (if applicable)

Did this encounter involve an assessment? Yes No

Check Assessment(s) Involved

- Miss Judy's room 06/03/2021
- Playground 06/15/2021
- Playground 06/15/2021
- Toddler room (3B) 06/22/2021

- whether the encounter occurred on-site at the facility
- describe the issue that prompted the encounter and
- describe the consultation provided
- mark which subject matter(s) were addressed

* Subject matter addressed

- Policy Development and Implementation
- Illness and Infectious Diseases
- Children with Special Health Care Needs
- Medication Administration
- Safety and Injury Prevention
- Emergency Preparedness, Response, and Recovery
- Infant and Child Social and Emotional Wellbeing
- Child Abuse and Neglect
- Nutrition and Physical Activity
- Oral Health
- Environmental Health
- Staff Health and Wellness
- None of the Above

Note: More than one subject matter can be selected to accurately describe the areas addressed during the encounter.

4. Select **Save**

Entering Facility Specific Trainings:

1. Repeat the above steps (1 through 3)
2. Choose **Yes** for “Is this a training?”
3. Choose a training from the drop down list

The screenshot shows a form with two main sections. The first section is labeled "Is this a training?" and has a dropdown menu open, displaying a list of training topics: "CCDF: Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment", "CCDF: Prevention of sudden infant death syndrome and use of safe sleeping practices", "CCHC 101", "CPR", "Child Care Toothbrushing in Classrooms", "Diabetes in Child Care" (which is highlighted), "Emergency Preparedness and Response", and "First Aid". Below this section is a field labeled "* Training Name" with a dropdown menu that currently shows "Select ...".

4. Choose **Save and add roster**
5. The training roster will appear with text boxes to enter the name of the training participant

The screenshot shows a form titled "Training Roster". It contains several input fields: "* First name:" with a text box, "* Last name:" with a text box, "Other (agency, partnership, etc.):" with a text box, and "Notes:" with a larger text area. At the bottom of the form is a blue "Add" button and the text "* required" in red.

Notes:

- You will not need to add the county or name of the facility to the training roster if you are entering the training using the facility **Encounter** feature.
- If you need to make edits to the training roster for a training that is entered using the facility **Encounter** feature, you will need to edit the encounter.

Section 6: Creating an Assessment Cycle

To create a new assessment, navigate to the facility page and click on **Create Assessment**.

Blue Crayola Edit Info

County: Mecklenburg | **Capacity:** 100
License #: 0000001 | **License Type:** Five Star Center
Sanitation Classification: Approved | **Most Recent Sanitation Inspection Date:** 01/14/2021
Administrative action taken in last 3 years: No
Subsidy Approved: No

[Create Assessment](#) [Create Encounter](#) [Add Classroom/Area](#)

Be sure to select the appropriate classroom/area for a particular assessment, as users will not be able to change the classroom/area once the assessment has been generated. If the wrong classroom/area has been selected for the assessment, the assessment should be deleted and a new assessment with the correct classroom/area should be created.

Instructions:

1. Select the facility
2. On the main page of that facility, select **Create Assessment**
 - Enter the date of the initial assessment
 - Choose the classroom or area this assessment will be completed in from the drop-down list and click **Save**.

Create Assessment

* Initial Assessment date

* Classroom/Area

[Save](#) [Cancel](#) * required

Once saved, the **Create Assessment** feature generates all the different stages of the assessment cycle on the facility page, listed by the date recorded for the initial assessment and classroom/area name:

- [General Info](#)

- [Initial Assessment](#)
- [QI Plan](#)
- [Follow-up Assessment](#)
- [Summary](#)

Note: Hold CTRL and click on the links above to go directly to the section in this instruction manual describing each stage of the assessment cycle.

| Initial Date | Completed Date | Classroom/Area | Assessment Cycle Stages | | | | | | |
|--------------|----------------|-------------------|-------------------------|---------|---------|-----------|---------|---|---|
| 06/03/2021 | | Miss Judy's room | General Info | Initial | QI Plan | Follow-up | Summary | 🔒 | ⋮ |
| 06/15/2021 | | Playground | General Info | Initial | QI Plan | Follow-up | Summary | 🔒 | ⋮ |
| 06/15/2021 | | Playground | General Info | Initial | QI Plan | Follow-up | Summary | 🔒 | ⋮ |
| 06/22/2021 | 06/23/2021 | Toddler room (3B) | General Info | Initial | QI Plan | Follow-up | Summary | 🔒 | ⋮ |

To Delete an Assessment: Users can delete an assessment cycle, but the deletion is permanent and irreversible. To delete the assessment cycle, click the three vertical dots, and select **Delete Assessment Cycle**.

Assessment Cycle Stages

General Info Initial Assessment QI Plan Follow-up Assessment Summary 🔒 ⋮

- Mark assessment cycle completed
- View/Print Assessments
- View/Print QI Plan
- Delete Assessment Cycle**



Users will **not** be able to delete an assessment cycle that contains associated information (e.g., the CCHC has entered information into any stage of the assessment cycle or connected an encounter to the assessment). If it is necessary to delete an assessment cycle with information, contact the Administrator at nchsaet@unc.edu

Section 7: General Info for Assessments

The **General Info** screen will need to be filled out for each unique assessment cycle. The new General Info screen captures information about BOTH the initial and the follow-up assessment.

The General info screen fields are:

- **Initial and Follow-up Assessment dates.** If either the initial or the follow-up assessment is done over multiple days, use the first date in these fields.
 - Add additional information about which dates the CCHC returned to complete the assessments in the **Additional Date Information**. For example, the initial assessment was started on July 15, but to complete the observation, the CCHC returned on July 17 and 20th.

| | | |
|-----------------------------|--|---|
| Initial Assessment Date * | <input type="text" value="07/15/2021"/> |  |
| Followup Assessment Date * | <input type="text" value="mm/dd/yyyy"/> |  |
| Additional Date Information | <input type="text" value="Initial assessment completed on 7/17 and 7/20"/> | |

- **Number of staff receiving technical assistance**
 - This text field was previously labeled “**Number of early educators assigned to classroom/area**”
 - CCHCs were instructed to enter the number of early educators that were provided TA during an assessment cycle.

| | |
|---|----------------------|
| Number of Staff Receiving Technical Assistance* | <input type="text"/> |
|---|----------------------|

- **Youngest and oldest age in classroom** – note that both year and month must be completed.
- **Number of children enrolled at initial and follow-up assessment**
- **Total number of children with special health care needs**
 - Number of types of special health care needs present in classroom
 - Health care comments – note that NO personal information should be entered in this field
- **Total number of children with medication needs** – this can be any type of medication need, whether for a chronic condition or not.

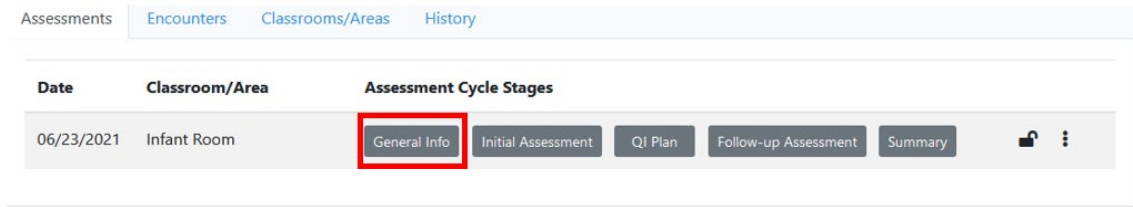
Number of children with special health care or medication need is captured on the Children and Staff Served report and is also meant to serve as a reminder to complete the appropriate sections of the assessment.

The latest sanitation date and classification and whether an administrative action was taken in the last 3 years can also be added in the **General Info** screen, which will update the **Facility** information page.

Users can fill the General Info screen as information becomes available, but this section must be locked before locking the assessment cycle.

Instructions:

1. Under **Assessment Cycle Stages** click **General Info**



2. In the new screen, fill in the general information of the classroom/area for that specific assessment cycle:

- **Initial and Follow-up Assessment dates.** If either the initial or the follow-up assessment is done over multiple days, use the first date in these fields.
 - Add additional information about which dates the CCHC returned to complete the assessments in the **Additional Date Information**. For example, the initial assessment was started on July 15, but to complete the observation, the CCHC returned on July 17 and 20th.

A screenshot of a form with three input fields. The first field is 'Initial Assessment Date *' with the value '07/15/2021' and a calendar icon. The second field is 'Followup Assessment Date *' with the placeholder 'mm/dd/yyyy' and a calendar icon. The third field is 'Additional Date Information' with the text 'Initial assessment completed on 7/17 and 7/20'.

- **Number of staff receiving technical assistance** (previously labeled, “Number of early educators assigned to classroom/area”)
- **Youngest and oldest age in classroom** – note that both year and month must be completed.
- **Number of children enrolled at initial and follow-up assessment**
- **Total number of children with special health care needs**
 - Number of types of special health care needs present in classroom
 - Health care comments – note that NO personal information should be entered in this field
- **Total number of children with medication needs** – this can be any type of medication need, whether for a chronic condition or not.

Number of children with special health care or medication need is captured on the Children and Staff Served report and is also meant to serve as a reminder to complete the appropriate sections of the assessment.

The latest sanitation date and classification and whether an administrative action was taken in the last 3 years can also be added in the **General Info** screen, which will update the **Facility** information page

Locking the general information page: users should only lock the general information page once a follow-up assessment has been completed, the follow-up assessment date has been recorded, and the user is ready to view the reports.

Section 8: Scoring

All indicators within the section observed must be scored for that section to:

- be locked
- be available for development of a QI plan

- allow a follow-up assessment to be completed
- be included in reports.

Scoring individual indicators should be primarily based on

- an observation of a practice or environment or
- a review of documents and records.

CCHCs should plan enough time to observe the complete section, even if it means returning another day. However, if it is not possible to observe a practice (such as cleaning up a blood spill or practicing a fire drill) interview questions or practice scenarios can be used to determine the score.

Please review the scoring guidelines below. A copy of this information is also available on both the live and demo websites. Select **Scoring Guidelines** from the main ribbon located at the top of the webpage.

NCHSAET Facilities Trainings & Outreach Reports **Scoring Guidelines**

Scoring Guidelines

| Score | Points | Examples: |
|------------|--------|---|
| Inadequate | 1 | <p>Choose this score:</p> <p>When an indicator can be tallied, and the tally indicates that behavior/environment/records are correct 0-24% of the time. For example:</p> <ul style="list-style-type: none"> • when hands are washed correctly 1 time out of 10 (10%) or • when 3 staff out of 14 are trained (21%). <p>When any part of an indicator being incorrect creates a serious hazard for children or staff or there are multiple minor hazards. For example:</p> <ul style="list-style-type: none"> • Set up of handwashing sink contains all the necessary supplies, but water is not correctly tempered and creates a danger of scalding. |
| Minimal | 2 | <p>Choose this score:</p> <p>When tally indicates that behavior/environment are correct 25-49% of the time.</p> <p>When parts of the indicator being incorrect may create a limited number of minor hazards for children or staff.</p> <p>When staff react to health and safety issues. For example:</p> <ul style="list-style-type: none"> • Children do not wash hands when returning from the playground, and staff remind children to handwash after a short delay in time. |
| Good | 3 | <p>Choose this score:</p> <p>When tally indicates that behavior/environment are correct 50-74% of the time.</p> <p>When there are no hazards that could cause serious injury.</p> <p>When staff usually anticipate and take action to prevent healthy and safety issues. For example:</p> <ul style="list-style-type: none"> • Staff take action to remind most children to wash hands when returning from the playground. |
| Excellent | 4 | <p>Choose this score:</p> |

| | | |
|----------------------|------|---|
| | | <p>When there are minimal lapses in practice, and tally indicates that behavior/environment are correct 75-100% of the time.</p> <p>When best practices are being followed or exceeded.</p> <p>When there is evidence of consistent health and safety practices, such as when staff always take action to prevent health and safety issues and/or children show familiarity with health and safety practices. For example:</p> <ul style="list-style-type: none"> • There is evidence that children are accustomed to the routine of proper hand washing when they return from the playground. |
| Not Applicable (N/A) | N/A* | <p>Choose N/A:</p> <p>When the indicator only applies to a subset of classrooms due to the age of the children in the classroom. For example:</p> <ul style="list-style-type: none"> • In the Illness and Infectious Disease section, indicators having to do with diapering will not be applicable to classrooms where no children require diapering. |

*When an indicator is scored N/A, the indicator and all possible points are removed from the total maximum score (denominator) for that section. For example:

- In a section with 10 indicators, there is maximum score of 40 (Ten indicators scored Excellent (4) = 40; or 10x4=40)
- When N/A is used for one indicator, the total maximum score becomes 36 (Nine indicators scored excellent (4) = 36; or 9x4=36)

Not Applicable (N/A) is only available for indicators where there is no possibility of observing the practice. An indicator that does not have an N/A option but is not practiced by the program should be marked “Inadequate”. The indicator will show up in the Quality Improvement Plan to prompt providing education, technical assistance, or training on the topic.

Note: Not Applicable (NA) is not a scoring option for all indicators. Any indicator that describes a best practice standard not practiced by the program can be marked as “Inadequate” which will show the indicator in the Quality Improvement plan in order to prompt a discussion and an opportunity to provide education, TA, or training.

It is important to communicate with directors, owners, operators, and early educators that assessment cycles are not meant to score their program in a regulatory or evaluative way. The percentage score per section is available for preview on the **QI plan** and **Print/View assessments** in order to help prioritize which sections to focus on when a comprehensive assessment is being completed and multiple sections are being scored.

Instead, the focus of the assessment cycle is to:

- show areas, including best practice standards, that can be improved upon on the initial assessment,
- devise methods and strategies to improve before the follow-up assessment and
- show the change in score from initial to follow-up assessment as a result of CCHC services.

Any indicator that scores inadequate on both the initial and follow-up assessment will not influence the change in score from initial to follow-up assessment.

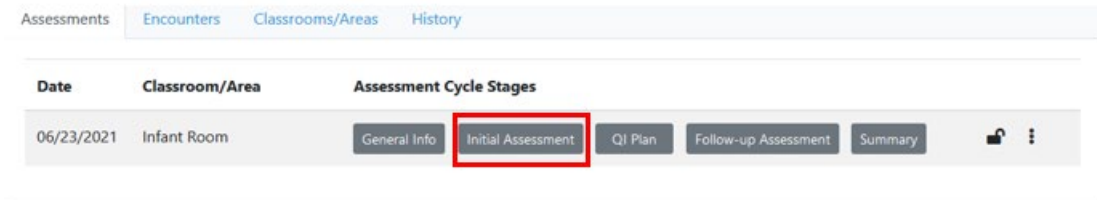


Section 9: Initial Assessment

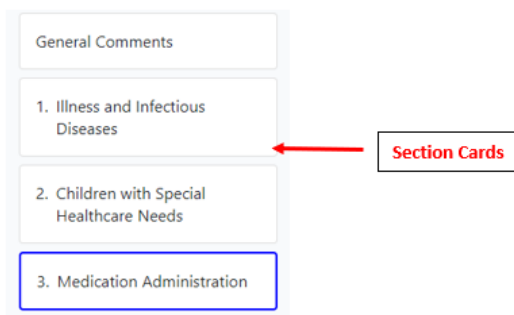
Users may choose which sections they wish to assess, as well as how many. However, all indicators within those sections will need to be scored. Some indicators have an option of **Not Applicable (NA)** that will not count in scoring the classroom/area. (See [Scoring Section](#) for more details.)

Instructions:

1. Once an assessment cycle has been generated, select **Initial Assessment** on the assessment tab of the facility, located under **Assessment Cycle Stages**.



2. Select a **Section** from the **Section Cards** to begin scoring.



3. For each indicator, **Select Grade** and choose the score from the drop-down menu. (See [Section 6b: Scoring](#) for details.)

3. Medication Administration [toggle all details](#) Offline Form

3.1 Staff are trained on safe documentation, storage, and administration of medication in child care. [toggle details](#)

Add comments here

Select Grade

- Select Grade
- Inadequate (1)
- Minimal (2)
- Good (3)
- Excellent (4)

- Describe details of what was observed in the **Add Comments here** field.
- All scores and comments for indicators scored other than **Excellent** will move forward onto the QI plan.
- For details, notes and reference information about each indicator, click on **toggle details** for each indicator -OR- click on **toggle all details** to open details for all indicators in that section.

- Reference information contains details about any applicable:

| | |
|-------------------|--|
| G.S. | North Carolina General Statutes / Law |
| OSHA | Occupational Health and Safety Administration |
| ADA | Americans with Disabilities Act |
| 10A NCAC 09 | North Carolina Child Care Rules |
| 15A NCAC 18A | North Carolina Sanitation Rules for Centers |
| CEHB Policy Memos | Policy memos from Children’s Environmental Health Branch |
| NCRLAP | North Carolina Rated Licensing Assessment Project |
| CFOC | Caring for Our Children (national best practice standards) |
| | |

1.8 Children are vaccinated appropriately. [toggle details](#) <-- Short text

Recommended: Children have received all age-appropriate immunizations as described in the CDC Vaccine Schedule. <-- Details

Required: Children are immunized as required by the NC law unless one of the following exemptions is in the child’s file:

- a valid medical exemption from a physician licensed to practice medicine in North Carolina or the State Health Director
- a written statement by the parent/guardian that says it is against their bona fide religious belief to have their child immunized.

No exception to immunization requirements is allowed for a personal belief or philosophy of a parent/guardian not founded upon a religious belief.

G.S. 130A-152, 130A-156, 130A-157

CFOC Appendix G

NC Immunization Requirements: https://immunize.nc.gov/schools/ccf_requirements.htm

<-- References

CDC Vaccine Schedule: <https://www.cdc.gov/vaccines/parents/schedules>

- Continue to score the section until all indicators have received a score.

Note: Scores and comments added are continually saved as they are entered.




Indicators which are not yet scored are surrounded by a red box:

- When the section is completely assessed, and all comments have been added, click on **Lock Section** at the bottom of each section (See [Locking Sections of an Assessment](#)).

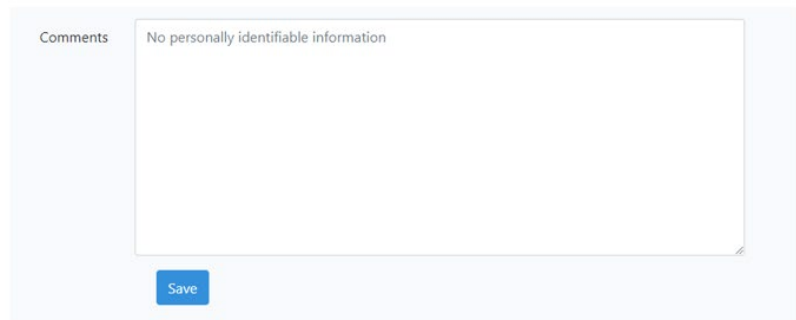
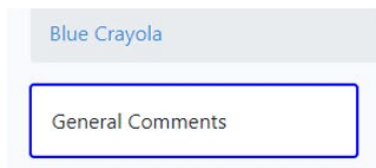
Tip: A symbol will appear on each **Section** card indicating the current status:

Good (3)
▼

Select Grade
▼

| | | |
|---|---|--|
| 1. Illness and Infectious Diseases |  | <- section has been started, but not yet completely scored |
| 2. Children with Special Healthcare Needs |  | <- section has been completed and locked |
| 3. Medication Administration |  | <- section has been completely scored, but not yet locked |

General comments: Use the field available under the **General Comments** card to document details that may have been observed, but are not part of the assessment being completed. For example, use the **General Comments** card to provide positive feedback about adult-child interactions or document an issue observed on the playground during a targeted assessment on Medication Administration. The general comments card is located in the top left of the initial assessment, QI Plan, and follow-up assessment.



When in an area that does not have access to internet: Users may print out a scoring sheet for each section. If a CCHC wants to assess multiple sections during their assessment, they will need to print out each section individually.

Instructions:

1. In the assessment, choose the **Section** card for the section that needs to be printed, then click **Offline Form**, which is located at the top of every indicator section in the **Initial Assessment, QI Plan, and Follow-up assessment**

4. Safety and Injury Prevention [toggle all details](#)

Offline Form

4.1 Training: Appropriate staff have completed ITS-SIDS training. [toggle details](#)

Select Grade

Add comments here

2. Once the form opens in a new tab, click the print button to print that specific section out to take to the child care facility.
 - a. If a CCHC plans to observe multiple indicator sections, they will need to print them out individually.

Facility: Blue Crayola
Classroom: Miss Judy's room

Initial Assessment date: 06/03/2021
CCHC: Jasmine Walker

Print

Section 4. Safety and Injury Prevention

4.1 Training: Appropriate staff have completed ITS-SIDS training.

Excellent Good Fair Poor N/A

The child care administrator and any staff scheduled to work in the infant room have successfully completed ITS-SIDS training in the past three years.

10A NCAC 09 .1102(f)
10A NCAC 09 .1702(b)(3)
10A NCAC 09 .1729(a)(8)

Initial Comments:



Section 10: Locking Sections of an Assessment

All information entered in the general information page, initial assessment, QI Plan, and Follow-up Assessment will be saved automatically as information is entered.

When to lock a section in the initial and follow-up assessment:

- Lock section(s) on the initial assessment once all indicators have been scored and are ready to move to the next stage of the assessment cycle. Once the section has been locked, the section will become available for a QI plan. All other sections that remain unlocked will still be editable.
- Lock section(s) in the follow-up section once the observations are finished and the CCHC is ready to view the **Summary of the Assessment Cycle**.

If a mistake is made and the section has already been locked, the user will need to reach out to the Data Administrator (NCHSAET@unc.edu) to have it unlocked. Therefore, users should only lock a section in the initial assessment cycle when they have finished providing scoring and details for that section and are ready to address those sections in the QI plan. Because the initial and follow-up assessment are identical, the instructions below will work for both assessment cycle stages.

Note: QI plans do not need to be locked, and all information entered in a QI Plan will be saved automatically.

Instructions:

1. After scoring all indicators and comments about the indicator, scroll to the bottom of the page
2. Select the Lock Section button. Once a section is locked, it can only be unlocked by an administrator

- Indicator grades/comments are saved automatically as you input them
- Lock Section is disabled until all indicators have been graded

Lock Section

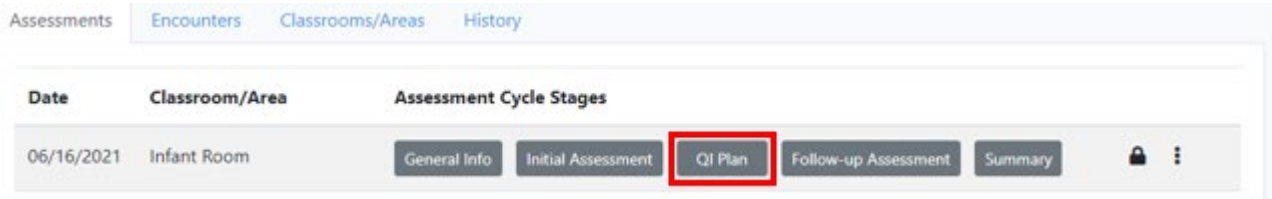
Back to Facility Detail

Section 11: Quality Improvement (QI) Plan

After a section is locked, all indicators that are scored **Inadequate**, **Minimal**, or **Good** in that section will populate the **QI plan** and become available for adding strategies for improvement. Developing the strategies for improvement should be a collaborative process between the CCHC, the early educator, and the director/owner/operator.

Instructions

1. On the facility's page, select **QI Plan** for the appropriate assessment cycle.

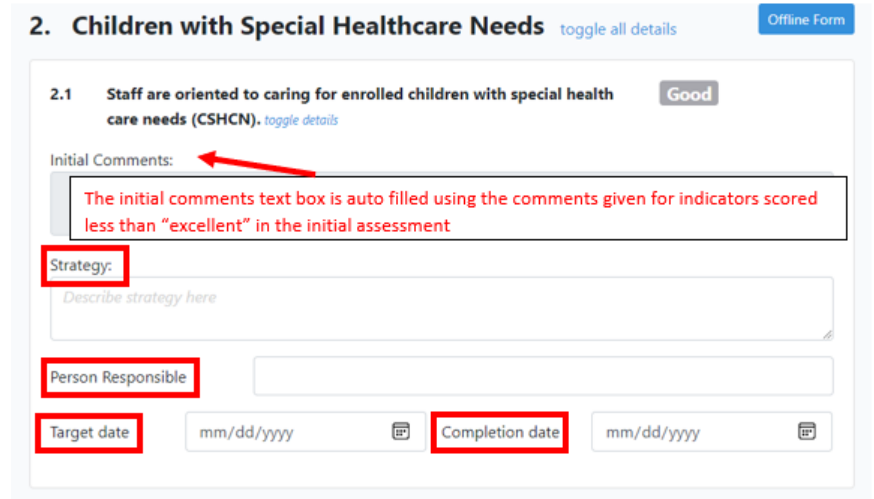


The screenshot shows a navigation bar with 'Assessments', 'Encounters', 'Classrooms/Areas', and 'History'. Below it is a table with columns 'Date', 'Classroom/Area', and 'Assessment Cycle Stages'. The first row shows '06/16/2021' and 'Infant Room'. The 'Assessment Cycle Stages' row contains buttons for 'General Info', 'Initial Assessment', 'QI Plan' (highlighted with a red box), 'Follow-up Assessment', and 'Summary'. There are also lock and menu icons on the right.

2. Choose the relevant section card
 - Remember that only sections locked in the Initial Assessment will be available in the QI plan section and those in the QI plan will show the score of each indicator.

Each indicator on the QI plan will show comments from the initial assessment and fields to enter:

- The strategy for improvement
- Who is responsible for implementing the strategy
- The target date for implementing the strategy
- The completion date when the strategy was implemented



The screenshot shows a section titled '2. Children with Special Healthcare Needs' with a 'toggle all details' link and an 'Offline Form' button. Below is indicator '2.1 Staff are oriented to caring for enrolled children with special health care needs (CSHCN)' with a 'Good' score. The 'Initial Comments' field is highlighted with a red box and contains the text: 'The initial comments text box is auto filled using the comments given for indicators scored less than "excellent" in the initial assessment'. Other fields include 'Strategy:' (with a red box), 'Person Responsible' (with a red box), 'Target date' (with a red box and a date input field), and 'Completion date' (with a red box and a date input field).

Printing a blank QI plan: Click on **Offline Form** on the QI plan screen. This prints a blank version of the QI plan in order to draft strategies, etc. with the early educator or director/owner/operator.

After selecting the offline form for a specific section, click print.

Once the QI fields are filled out in the NC HSAET, a final version of the QI plan can be printed or saved as a pdf to email, from the facility page:

| Date | Classroom/Area | Assessment Cycle Stages |
|------------|-------------------|--|
| 06/03/2021 | Miss Judy's room | General Info Initial Assessment QI Plan Follow-up Assessment Summary |
| 06/15/2021 | Playground | General Info Initial Assessment QI Plan Follow-up Assessment Summary |
| 06/15/2021 | Playground | General Info Initial Assessment QI Plan Follow-up Assessment Summary |
| 06/22/2021 | Toddler room (3B) | General Info Initial Assessment QI Plan Follow-up Assessment Summary |

When the final QI plan is printed or saved, there is a space for both the CCHC and early educator/director/owner/operator to sign.

By signing below, I understand I am agreeing to the above plan developed by myself and the Child Care Health Consultant:

Signature(s) of Early Educator / Director:

Date:

By signing below, I understand I am agreeing to the above plan developed by myself and the Early Educator / Director:

Signature(s) of Child Care Health Consultant:

Date:

The QI plan can and should be revisited while providing technical assistance and training between the initial and the follow-up assessment. Additional comments can be added to the strategy field as the work of the QI plan progresses, detailing any additional strategies or progress.

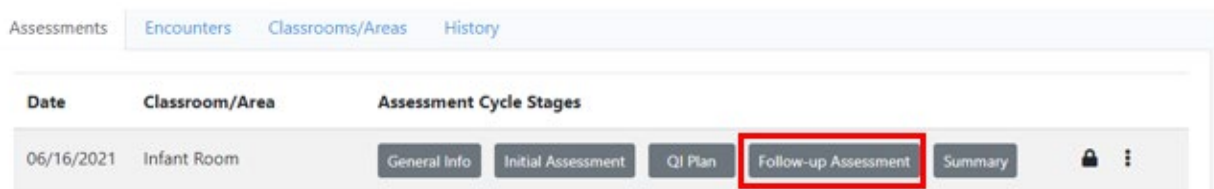
Section 12: Follow-up Assessment

Once a QI plan has been implemented and a CCHC is ready to do a second observation, a follow-up assessment may be conducted. The format of the follow-up assessment is identical to the initial assessment. A section will only show in the follow-up assessment if that section has been locked in the initial assessment. One of the purposes of the NC HSAET is to compare the Initial and Follow-up Assessment scores to show the progress made because of the Quality Improvement plan.

The Follow-up Assessment gives users the opportunity to reassess the facility to determine if areas of concerns from the Initial Assessment have been corrected. The Follow-up Assessment will give the CCHC and the early educator / director/ owner data on improvements that have been made as a result of the Quality Improvement (QI) plan.

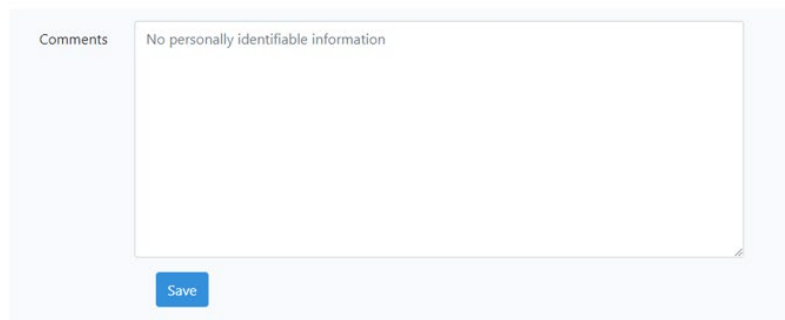
Instructions:

1. On the facility's page, select "Follow-up Assessment"



2. Notice that only sections that have been completed and locked in the initial assessment will be available for scoring in the follow-up assessment
3. Select which section(s) to score for a follow-up assessment and use the drop-down menu to select the score for each indicator within that section.
 - a. Describe details of what was observed in the **Add Comments here** field.

General comments: Use the field available under the **General Comments** card to document details that may have been observed but are not part of the assessment being completed. For example, use the **General Comments** card to provide positive feedback about adult-child interactions or document an issue observed on the playground during a targeted assessment on Medication Administration. The general comments card is located in the top left of the initial assessment, QI Plan, and follow-up assessment.

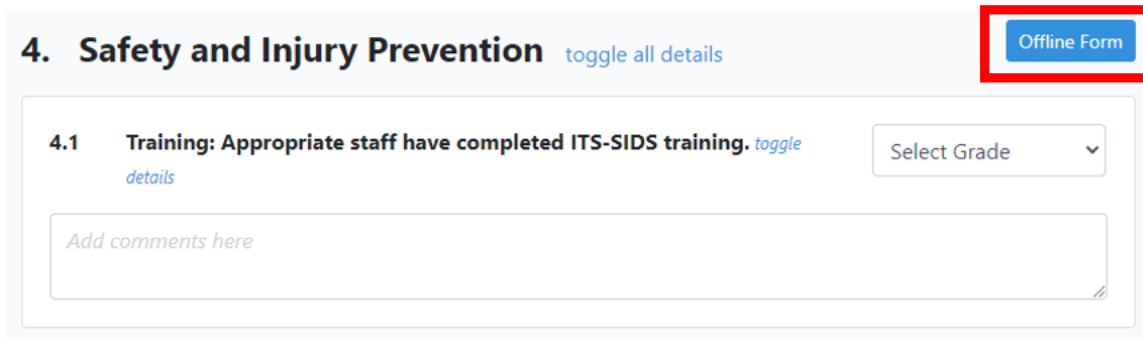


When to lock a section in the follow-up assessment: (See [Locking Sections of an Assessment](#))

If you are in an area that does not have access to internet: Users are able to print out a scoring sheet for each section. If a CCHC wants to assess multiple sections during their assessment, they will need to print out each section individually.

Instructions:

1. Select “offline form” located at the top of every indicator section in the follow-up assessment

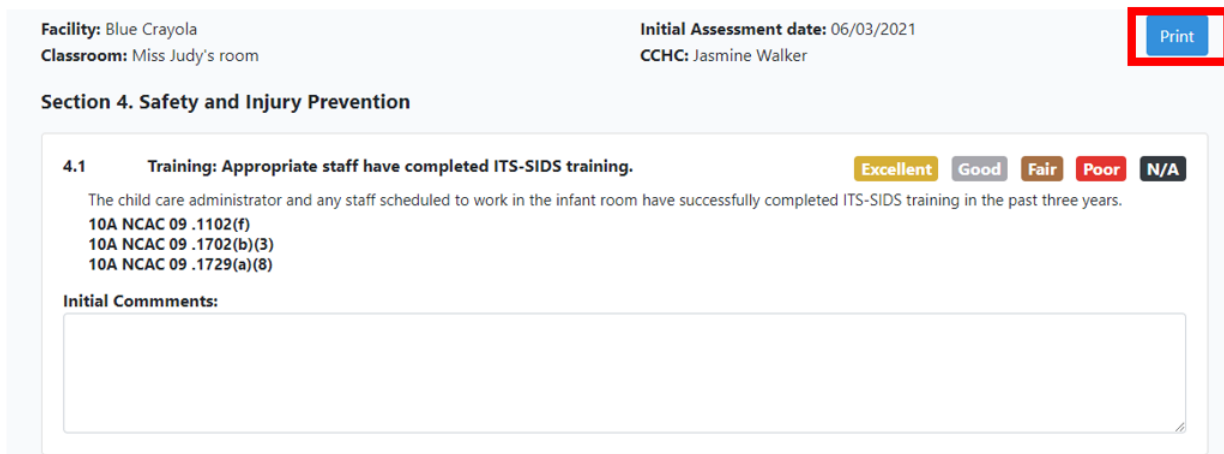


4. Safety and Injury Prevention [toggle all details](#) **Offline Form**

4.1 Training: Appropriate staff have completed ITS-SIDS training. [toggle details](#) Select Grade ▾

Add comments here

2. Once the form opens in a new tab, click the print button to print that specific section out to take to the child care facility
 - b. If users plan to observe multiple indicator sections, they will need to print them out individually



Facility: Blue Crayola Initial Assessment date: 06/03/2021 **Print**

Classroom: Miss Judy's room CCHC: Jasmine Walker

Section 4. Safety and Injury Prevention

4.1 Training: Appropriate staff have completed ITS-SIDS training. **Excellent** Good Fair Poor N/A

The child care administrator and any staff scheduled to work in the infant room have successfully completed ITS-SIDS training in the past three years.
10A NCAC 09 .1102(f)
10A NCAC 09 .1702(b)(3)
10A NCAC 09 .1729(a)(8)

Initial Comments:



Section 13: Summary

The section summary is an overview of the information obtained in the initial assessment, QI plan, and Follow-up assessment. There is a general comments card where users can make notes.

Instructions:

1. Navigate to the facility's page
2. Under Assessment Cycle Stages, select "Summary"

Assessments | Encounters | Classrooms/Areas | History

| Date | Classroom/Area | Assessment Cycle Stages |
|------------|------------------|--|
| 06/03/2021 | Miss Judy's room | General Info Initial Assessment QI Plan Follow-up Assessment Summary   |

3. Select which section(s) to view
 - a. Use the "Results" text field to comment and explain the changes in scores and this will be documented in the **view/print assessment** report.

General Comments

2. Children with Special Healthcare Needs

2.1 Staff are oriented to caring for enrolled children with special health care needs (CSHCN). Good > Excellent

Initial Comments:

Strategy:

Person Responsible:

Target Date: Completion Date:

Follow-up Comments:

Results:

Add results here

Offline Form

Only locked section from the Follow-up assessment will be available

Section 14: Lock assessment cycle

Assessment cycles **must be locked** in order to be included in reports.

To lock an assessment cycle, the following must be completed:

- the **Sections** that are going to be completed during this cycle have all been scored and those sections are locked on both the Initial and the Follow up Assessment
- all mandatory fields (marked with a red asterisk) on the **General Info** screen are completed and the General Info is locked

Note: After the assessment cycle is locked, any other sections that need to be assessed should be completed on a new assessment cycle.

Instructions:

1. On the facility page, click the three dots to the right of the assessment cycle to be locked and choose **Mark Assessment Cycle Completed**

| Initial Date | Completed Date | Classroom/Area | Assessment Cycle Stages | | | | | |
|--------------|----------------|------------------|-------------------------|---------|---------|-----------|---------|-----|
| 06/03/2021 | | Miss Judy's room | General Info | Initial | QI Plan | Follow-up | Summary | 🔒 ⋮ |
| 06/15/2021 | | Playground | General Info | Initial | QI Plan | Follow-up | Summary | 🔒 |
| 06/15/2021 | | Playground | General Info | Initial | QI Plan | Follow-up | Summary | 🔒 |

Mark assessment cycle completed
View/Print Assessments
View/Print QI Plan

2. Add the date the assessment cycle was completed (all stages finished and locked)

Complete Assessment Cycle ×

* Cycle Completed On 📅

* required

This date will show on the Facility page. The **Initial Date** and **Completed date** determine which reporting period this assessment cycle will be included in.









Note: If an Assessment Cycle was locked in error, contact the Administrator at nchsaet@unc.edu with a request to unlock the cycle.

Section 15: View/Print Assessment

This contains an overview of the **Classroom/Area, Initial Assessment, QI Plan, Follow-up Assessment**, as well as results comments entered in the **Summary** section. This report is best used as an assessment level report. This view will contain classroom information, general information from the assessment, as well as scores from the **Initial** and **Follow-up** assessment and result comments from the **Summary** section.

Instructions:

1. Ensure the assessment cycle has been locked
2. Click the three vertical dots on the right under **Assessment Cycle Stages**, and select **View/Print Assessments**

| Date | Classroom/Area | Assessment Cycle Stages | | | | | |
|------------|-------------------|-------------------------|--------------------|---------|----------------------|---------|---|
| 06/03/2021 | Miss Judy's room | General Info | Initial Assessment | QI Plan | Follow-up Assessment | Summary |   |
| 06/15/2021 | Playground | General Info | Initial Assessment | QI Plan | Follow-up Assessment | Summary |   |
| 06/15/2021 | Playground | General Info | Initial Assessment | QI Plan | Follow-up Assessment | Summary |   |
| 06/22/2021 | Toddler room (3B) | General Info | Initial Assessment | QI Plan | Follow-up Assessment | Summary |   |

Be sure the lock symbol is closed, and select the vertical dots

Available on this **Print** version of the initial and follow up assessment:

- Information from the **General Info**
- **Section Scores** including:

| Section Scores | | | | | |
|---|---------|----------|------------|----------------------|-----------------------|
| *only for assessments with completed initial and followup assessment sections | | | | | |
| | Initial | Followup | Difference | Grade Steps Improved | Grade Steps Regressed |
| 2. Children with Special Healthcare Needs | 28% | 100% | 72% | 43 | 0 |

- **Initial and Follow-up Scores** as a percentage per section which is calculated as: number of points earned / total number of points possible in that section
- The change between the **Initial and Follow-Up Scores** as a percentage.
- Grade steps improved and regressed:
 - a change from Good (3) -> Excellent (4) is one grade step improved
 - a change from Excellent (4) -> Good (3) is one grade step regressed.



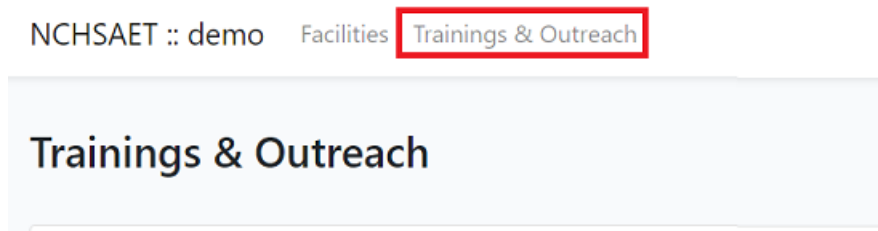
Note: According to the NC HSAET agreement form, the results of an identifiable assessment or Quality Improvement plan at the classroom/area or facility level must be kept confidential between the CCHC and the director/owner/operator or early educator. Direct supervisors of CCHCs may review the CCHC's work for supervision and quality assurance purposes but data should be de-identified before sharing.

Section 16: Trainings and Outreach

When to enter a Trainings and Outreach Encounter: When encounter involves multiple facilities and/or community partners or is a training.

- **Training:** when a training is provided for one or more facilities it should be entered here.
 - Trainings that are facility specific should be entered by generating an **Encounter** for a facility. Click [here](#) for instructions.
- **Meeting:** when a meeting is either hosted or attended by the CCHC.
- **Communication:** communication is provided to either child care facilities or community partners.
- **Event:** any other activity involving a group encounter.

To document **Trainings** with more than one facility, and **Outreach**, including meetings, events, and communication, use the **Trainings & Outreach** page:



Encounters entered in the **Trainings & Outreach** page will be available in the **Children and Staff Served** report and should be used to document:

- Any encounter where more than one facility is being reached
- Any training completed for one specific facility that should be included in the **Children and Staff Served** report.
 - In addition to documenting the training, CCHCs may wish to create an encounter for the facility and/or make a note in the QI plan that the training has been completed –to identify which assessment cycle the training is associated with.

The data collected will include:

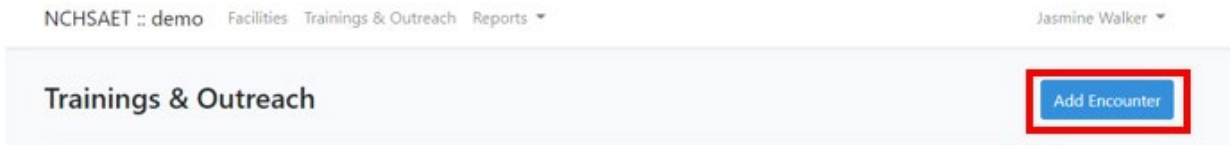
- Encounter date
- Encounter type
 - Training name, chosen from a drop-down menu of trainings. If training is not listed, use “Other” and write in name of training.
 - Meeting/Communication Name
- Number of early educators reached
- Whether training/outreach was county specific, and if so, which county(s) were reached

Instructions:

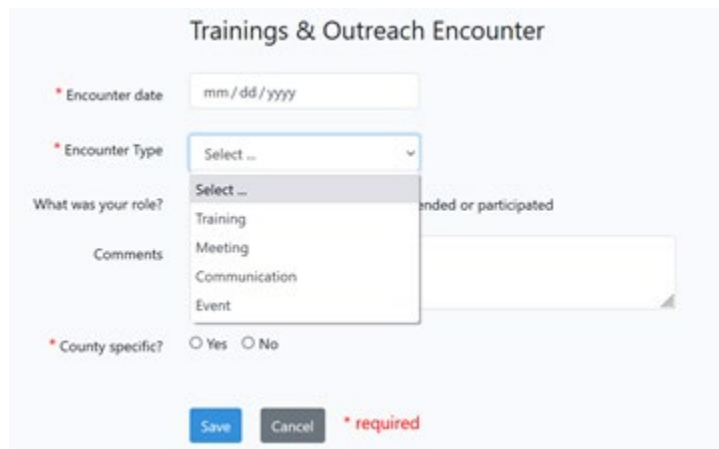
At any time, the **Trainings & Outreach** button is located at the top of the screen.

1. Select **Trainings & Outreach** at the top of the screen

2. Select **Add Encounter**. Users will be brought to a new screen where they can note the date, encounter type, number of participants reached, as well as add additional comments that may be helpful.



3. When creating a Training & Outreach Encounter, the user will need to enter the encounter date and the encounter type. If the encounter is a training that was led by a CCHC, go [here](#) for information on the trainer roster.

A screenshot of the 'Trainings & Outreach Encounter' form. The form includes the following fields:

- * Encounter date: A text input field with a placeholder 'mm/dd/yyyy'.
- * Encounter Type: A dropdown menu with 'Select ...' as the current selection.
- What was your role?: A dropdown menu with 'Select ...' as the current selection. Below it, the options 'Training', 'Meeting', 'Communication', and 'Event' are listed.
- Comments: A text area for entering comments.
- * County specific?: Radio buttons for 'Yes' and 'No'.

At the bottom of the form, there are 'Save' and 'Cancel' buttons, and a red asterisk followed by the text '* required'.

4. Users should select their role in the encounter. If the CCHC has Led, co-led, or presented, they will need to document the number of early educators reached and/or the number of other (community members, other early childhood professionals, etc.) participants who were reached for encounters that are categorized as a meeting, communication, or event. Users can then enter comments and note whether the encounter was counter specific or not.

What was your role? Led, co-led, or presented Attended or participated

Number Reached early educators
 other (community members, other early childhood professionals, etc)

Comments

* County specific? Yes No

* required

- If the encounter is county specific, the user should select “yes,” and choose the county(s) where the training and outreach occurred. Please note that users will only be able to select from counties they are assigned to. Even if a CCHC only serves one county, they should still select the county served.

* County specific? Yes No

* County(ies) Pitt Wake Mecklenburg

* required

Select from the counties you are assigned to

- After entering all the needed information, click save.

Training Roster

The trainer roster is meant to be used for tracking early educators who have attended a training. The tool will collect and store names for each training a CCHC led. The list of trainers collected can be exported as a **CSV file** on the **Children & Staff Served Report**, and instructions for exporting this file are in the [reporting section of the manual](#). CCHCs can review the video demonstration of the trainer roster [here](#).

Instructions for entering early childhood educators into the training roster:

- Complete the above steps for creating a Training & Outreach encounter.
- The encounter must be marked as a training for the Encounter Type, and the role of the CCHC must be noted as “Led, co-led, or presented.” After ensuring these fields are marked appropriately, a blue button will appear at the bottom of the screen, “Save & Add Roster.”

3. After selecting “Save & Add Roster,” the user will be taken to a new screen, where they can add the names of early educators who attended their training. The Training Roster will generate six new data fields for the early educators trained (First name, last name, County, Facility, Other agency/partnership, and Notes). After entering the proper information, click “Add.”
 - a. CCHCs are able to use the downloadable **CSV file** of early educator’s names to de-duplicate the participants on their own. Therefore, entering names consistently, and refraining from using nicknames/shortened names is recommended.
 - b. For Training participants who are not associated with a facility, leave the facility data field blank and enter the name of partnership or agency in the **Other** text field.
 - c. CCHCs can use the **Notes** field to document any other information that may need to be collected.

4. To delete a trainer who has been added, click on the red trash can icon (seen above) beside the trainer’s name.

Trainings & Outreach Encounter

Encounter date 06/15/2022

Type Training


Training Name Allergies, Anaphylaxis, and Emergency Treatment in Child Care

Role Led, co-led, or presented

Comments

County(ies) N/A

Created By Jasmine Walker

Training Roster Nancy Johnson, Pitt County, BELVOIR ELEMENTARY PRE K, , 

Once an encounter has been created, it will populate in the **Trainings & Outreach** section, where CCHCs can view any encounter they have documented. They are also able to **edit** an encounter after it has been created.

1. First click the encounter that needs to be edited

Search

| ID | Name | Type | Date | User |
|----|----------------|----------|------------|----------------|
| 1 | Be Active Kids | Training | 05/10/2021 | Jasmine Walker |

2. Click the **Edit** option on the next page.

Trainings & Outreach Encounter

Encounter date 05/10/2021

Type Training

Training Name Be Active Kids

Role Attended or participated

Comments

County(ies) N/A

Created By Jasmine CCHC

[Edit](#) [Back to list](#)

Note: The **Training Roster** feature can also be edited here. If a participant is removed from the training roster or an encounter with early educators in the training roster is deleted, the NC HSAET will also remove those participants from the **CSV file**. Additionally, users can go back and add training rosters to previously entered encounters, but they must be noted as a training that the CCHC led.

1. Make sure the encounter type is marked as a “training” and the role states the CCHC “led, co-led, or presented” the training.
2. Enter the name of the early educator in the **Training Roster** that generates and select “Add.”



Trainings & Outreach Encounter

* Encounter date 

* Encounter Type

* Training Name

What was your role? Led, co-led, or presented Attended or participated

Training Roster

First name Last name County:

Facility:


3. Save the changes made to the encounter.

Tip:

Logged encounters can be sorted using the arrow symbols to the right of the column names.

Trainings & Outreach

Search

| ID  | Name |  Type |  Date |  User |  |
|--|------|--|--|--|---|
|--|------|--|--|--|---|



Section 17: Generating, Interpreting, and Printing Reports

In order to generate the **Children and Staff Served** and **Health and Safety Score** reports, all assessment cycles that should be in the report must be locked.

Once an assessment cycle has been locked, users will not be able to unlock it without the [help of an Administrator](#). Only lock an assessment cycle if all the indicator sections that they wish to complete are scored. Indicator sections that are unfinished in the initial and follow-up assessment will be considered abandoned and users will not have access to make changes once locking the entire assessment cycle.

As with the previous NC HSA tool, the **Children and Staff Served** and **Health and Safety Score** reports will only include indicator sections that have an initial and follow-up assessment pair that are both locked.

Note: Report Viewer users will have access to all of the same reports as CCHCs but should review [Section 18](#) on how to run those reports.

Types of Reports

Children & Staff Served Report

Instructions:

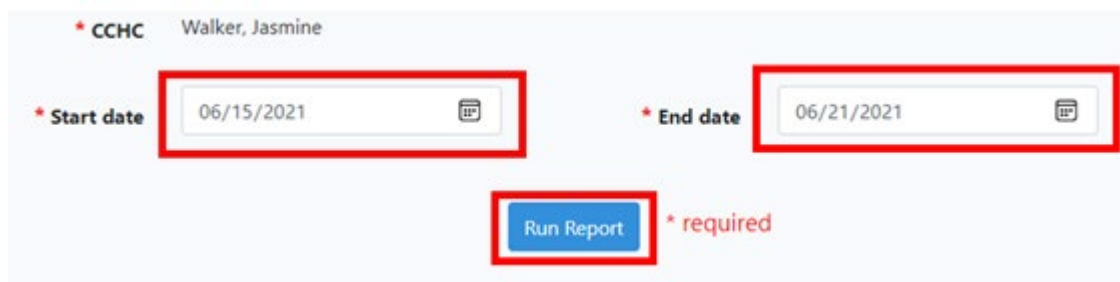
1. Select **Reports** in the ribbon at the top of any screen on the website



2. Choose **Children & Staff Served**



3. Choose a date range for the report. Only assessment cycles locked within this date range will show on the report
4. Select **Run Report**

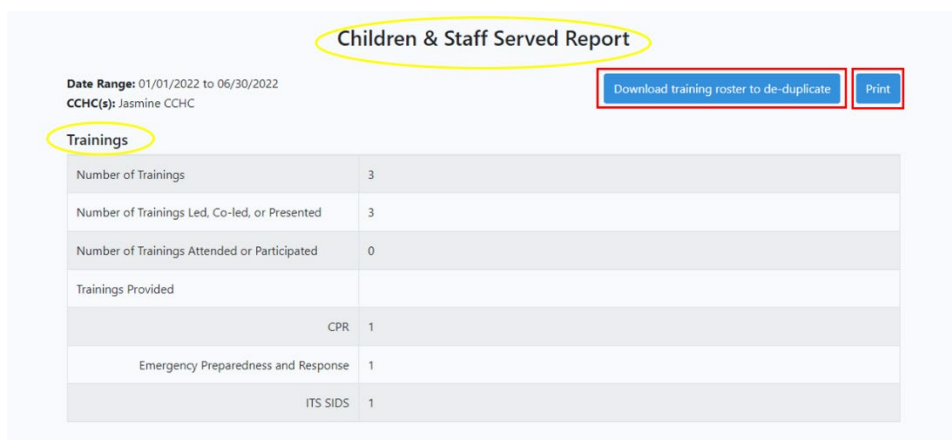
A screenshot of the report generation form. At the top left, it says '* CCHC Walker, Jasmine'. Below this, there are two date selection fields: '* Start date' with the value '06/15/2021' and '* End date' with the value '06/21/2021'. Both date fields are highlighted with red boxes. Below the date fields is a blue button labeled 'Run Report' with a red asterisk and the word 'required' next to it. The button is also highlighted with a red box.

The date a user selects will be shown at the top of the report. This report only contains data entered by the CCHC user who generates the report. The **Children & Staff Served Report** is broken up into three sections, that are outlined in this section.

To print this report, select the **Print** option on the top right of the report (see picture below).

First portion of the **Children & Staff Served Report** displays the **Non-Facility Specific Encounters – Trainings** section of the report.

- Therefore, only data specific to trainings will be displayed in this first portion of the Children & Staff Served Report. The **Number of Early Educators reached**, and the **Number of Other (community members, other early childhood professionals, etc.) Reached** have been removed from this section of the report (as of 9/14/21), as CCHCs can use the downloadable training roster to de-duplicate their own list of early educators trained.
- Trainings that are entered as a facility specific encounter, will still count towards the **Number of Trainings Led, Co-led, or Presented** and the type of **Training Provided** will also be counted.



| Children & Staff Served Report | |
|--|--------------------------|
| Date Range: | 01/01/2022 to 06/30/2022 |
| CCHC(s): | Jasmine CCHC |
| Download training roster to de-duplicate Print | |
| Trainings | |
| Number of Trainings | 3 |
| Number of Trainings Led, Co-led, or Presented | 3 |
| Number of Trainings Attended or Participated | 0 |
| Trainings Provided | |
| CPR | 1 |
| Emergency Preparedness and Response | 1 |
| ITS SIDS | 1 |

Instructions for downloading the Training Roster:

The training roster is a new feature that has been implemented into the NC HSAET. Users are able to go back and enter participant names for training encounters they have already entered. Go to [Section 16: Trainings & Outreach](#) to review those instructions. The NC HSAET will not de-duplicate the early educators for users, as it is only meant to store information. However, CCHCs can use these **CSV files** to de-duplicate early educators who have attended trainings on their own.

1. Select “Download training roster to de-duplicate” at the top right of the report.
2. The **CSV file** will appear as a pop up in the top right of the user’s screen to open or download into excel on their computer.
3. The excel file will show all early educators trained with their first name, last name, facility, county, the date of the training, as well as the training name.

| | A | B | C | D | E | F | G | H |
|---|------------|-----------|------------|----------|-----------|------------|--------------|---|
| 1 | First name | Last name | Facility | County | Date | Training | CCHC | |
| 2 | Natasha | Jones | SMALL BLE | Clay | 09/03/202 | CCDF: Pre | Jasmine CCHC | |
| 3 | Katie | Sampson | LEARNING | Chatham | 09/03/202 | CCDF: Pre | Jasmine CCHC | |
| 4 | Sally | Smith | ALL IN THE | Mecklenb | 09/13/202 | Sanitation | Jasmine CCHC | |
| 5 | Maria | Johnson | ABC ACAD | Mecklenb | 09/13/202 | Sanitation | Jasmine CCHC | |

The second portion of the report **Non-Facility Specific Encounters – Outreach (Meetings, Communications, Events)** focuses on those aspects of the Training and Outreach data entered in the tool

- The **Number of Early Educators reached** and the **Number of Other (community members, other early childhood professionals, etc.) Reached** are still included in this section, as the roster feature is only available for trainings led by a CCHC.

| Non-Facility Specific Encounters - Outreach (Meetings, Communications, Events) | |
|--|---|
| Number of Meetings | 1 |
| Number of Communications | 1 |
| Number of Events | 1 |
| Number of Outreaches Led, Co-led, or Presented | 0 |
| Number of Outreaches Attended or Participated | 0 |
| Number of Early Educators Reached | 3 |
| Number of Other (community members, other early childhood professionals, etc.) Reached | 0 |

The third portion of the **Children and Staff Served** report focuses on **Facility Specific Encounters & Assessments**. These numbers are combined totals from Encounters and Assessments for facilities done by a CCHC. For space, this section of the report is broken into two graphics.

- Trainings entered as an **Encounter** will count towards this portion of the report.

Facility Specific Encounters & Assessments

* includes facilities that have an encounter or a completed assessment
 ** only includes data from encounters

| | |
|--|----|
| Number of Facilities with Encounters | 1 |
| Number of Facilities with Completed Assessments | 0 |
| Number of Classrooms with Completed Assessments | 0 |
| License Types* | |
| Four Star Center | 1 |
| Total Capacity of All Facilities Served* | 52 |
| CCHC Competencies** | |
| Health Education | 1 |
| Illness and Infectious Diseases | 1 |
| Number of Assessments Completed | 0 |
| Number of Staff Receiving Technical Assistance | 0 |
| Number of Children Enrolled at Initial Assessment | 0 |
| Number of Children Enrolled at Followup Assessment | 0 |

A breakdown of how many facilities a CCHC has worked with by license type

Facility Specific Encounters & Assessments continued

| | |
|--|---|
| Number of Children Special Health Care Needs | 0 |
| Allergies | 0 |
| Asthma | 0 |
| Diabetes | 0 |
| Developmental Delays | 0 |
| Seizure | 0 |
| Social/Emotional Needs | 0 |
| Number of Children with Medication Needs | 0 |

A tally of each type of special health care needs across all facility specific encounters and assessments

Health and Safety Score Summary by CCHC / by County

The **Health and Safety Score Summary report** displays:

- aggregated and averaged percentage scores for both initial and follow up assessment sections in the reporting date range,
- the change between initial and assessment,
- and the number of classrooms assessed

when:

- there are results for that section in both the initial and follow up assessment
- the sections are locked by the CCHC and
- the assessment cycle is locked.

Instructions:

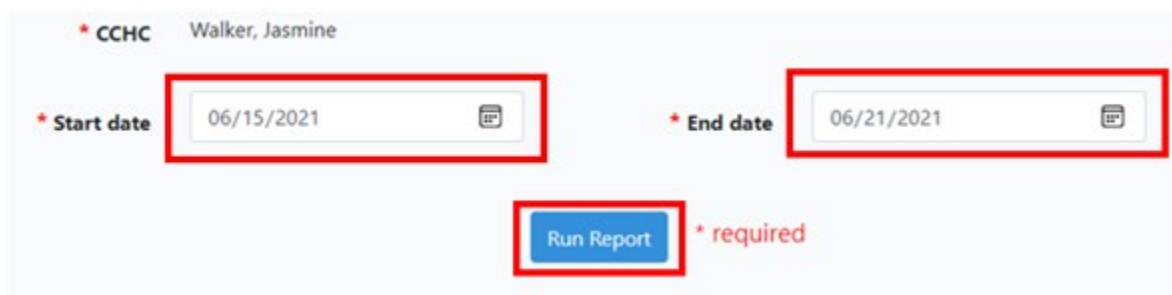
1. Select **Reports** in the ribbon at the top of any screen on the website



2. Choose **Health & Safety Score by CCHC**



3. Choose a date range for the report. Only assessment cycles locked within this date range will be in the report.
4. Select **Run Report**

A screenshot of the report configuration form. At the top left, it says '* CCHC Walker, Jasmine'. Below this, there are two date input fields: '* Start date' with the value '06/15/2021' and '* End date' with the value '06/21/2021'. Both date fields are highlighted with red rectangular boxes. Below the date fields is a blue button labeled 'Run Report' with a red asterisk and the word '* required' next to it. The button is also highlighted with a red rectangular box.

The report shows the following:



- Date Range for the report results
- Which CCHC's work is included in the report
 - If the user runs a report for a CCHC, only one name will appear. If the user runs a report for a county in which more than one CCHC are using the NC HSAET, all names will appear here.
 - **Note:** In counties with CCHCs using the NC HSAET tool who are funded by different agencies, the report should be run per CCHC.
- Counties that assessments in the report cover
- Total Number of Facilities – how many facilities are represented in the report
- Total Number of Classrooms – how many different classrooms are represented in the report.
- Number of completed assessment cycles - number of initial / follow up assessment combinations in the report. (Note that this number may be larger than the total number of classrooms shown above if more than one initial / follow up assessment combination was done in the same classroom.)
- Average number of days between initial and follow-up assessments
- Average number of Initial and Follow-up Assessments sections completed (locked)
 - Displays how many sections were completed on average during the assessment cycles, out of the total of 13 sections available

The **Average Section Scores** displays:

- aggregated and averaged percentage scores for both initial and follow up assessment sections in the reporting date range,
- the change between initial and assessment,
- and the number of classrooms assessed

when:

- there are results for that section in both the initial and follow up assessment
- the sections are locked by the CCHC and

- the assessment cycle is locked

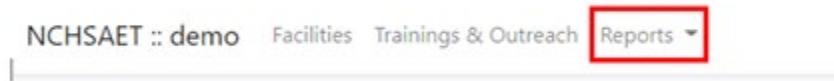
Assessment Data by CCHC

The **Assessment Data by CCHC** displays:

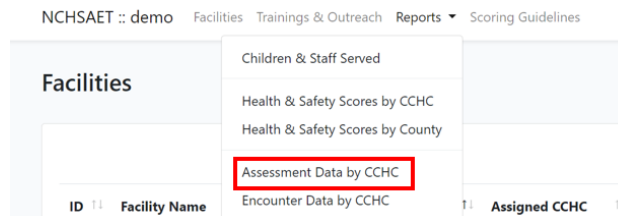
- Facility License Number
- Facility Name
- Facility Type
- Sanitation Classification
- Counts of Started Assessments by facility
 - An assessment is only considered as “started” if at least one section in the initial assessment is locked
- Counts of Completed Assessments by facility
 - Completed assessments refer to assessments that have both an initial and follow-up section locked, and the cycle has been marked as completed
- Counts of each completed (i.e. locked) section in an initial assessment by facility
- Counts of each completed (i.e. locked) section in a follow-up assessment by facility

Instructions:

1. Select **Reports** in the ribbon at the top of any screen on the website



2. Select **Assessment Data by CCHC**



3. Choose the date range for the report

 A screenshot of the 'Assessment Data by CCHC' report configuration page. The page title is 'Assessment Data by CCHC'. There is a 'Download column keys' button in the top right. Below the title, there is a field for '* CCHC' with the value 'Jasmine CCHC'. There are two date input fields: '* Start date' and '* End date', both with a placeholder 'mm/dd/yyyy' and a calendar icon. At the bottom, there is a '* required' label, a 'Download Assessment Data' button, and a 'Back' button.

Note: On this page, CCHCs can select **Download Column Keys** to review the chart below for interpreting the column abbreviations. The chart is also located below in the Training Manual.

4. Select **Download Assessment Data** and then you will be prompted to open a downloadable excel file

| | A | B | C | D | E | F | G | H | I | J | K |
|---|-------------|-----------------------|-----------------|------------|-----------|-------------|-------------|-------------|-------------|-------------|---------|
| 1 | Facility ID | Facility License Type | Sanitation Clas | Started As | Completed | Section 1 (| Section 1 (| Section 2 (| Section 2 (| Section 3 (| Section |
| 2 | 6 | Five Star Center | Superior | 2 | 1 | | | | | 1 | |
| 3 | 10 | Five Star Center | Provisional | 1 | | | | | | | |
| 4 | 36 | Four Star Center | Superior | 1 | | 1 | 1 | | | | |
| 5 | | | | | | | | | | | |

Please review the chart below for interpreting the column abbreviations:

Assessment Excel Export

| Column Abbreviations | Explanation |
|-------------------------------|--|
| Facility ID | Facility ID |
| Facility License Type | Facility License Type |
| Sanitation Classification | Sanitation Classification |
| Started Assessments | Number of assessments at a facility that have at least one section locked in the initial assessment cycle |
| Completed Assessments | Number of assessment cycles at a facility that have been marked as complete |
| Section 1 Completed_initial | Number of assessments with Section 1: Illness and Infectious Diseases locked in the initial assessment |
| Section 1 Completed_follow-up | Number of assessments with Section 1: Illness and Infectious Diseases locked in the follow-up assessment |
| Section 2 Completed_initial | Number of assessments with Section 2: Children with Special Healthcare Needs locked in the initial assessment |
| Section 2 Completed_follow-up | Number of assessments with Section 2: Children with Special Healthcare Needs locked in the follow-up assessment |
| Section 3 Completed_initial | Number of assessments with Section 3: Medication Administration locked in the initial assessment |
| Section 3 Completed_follow-up | Number of assessments with Section 3: Medication Administration locked in the follow-up assessment |
| Section 4 Completed_initial | Number of assessments with Section 4: Safety and Injury Prevention locked in the initial assessment |
| Section 4 Completed_follow-up | Number of assessments with Section 4: Safety and Injury Prevention locked in the follow-up assessment |
| Section 5 Completed_initial | Number of assessments with Section 5: Emergency Preparedness, Response, and Recovery locked in the initial assessment |
| Section 5 Completed_follow-up | Number of assessments with Section 5: Emergency Preparedness, Response, and Recovery locked in the follow-up assessment |
| Section 6 Completed_initial | Number of assessments with Section 6: Infant and Child Social Emotional Wellbeing locked in the initial assessment |
| Section 6 Completed_follow-up | Number of assessments with Section 6: Infant and Child Social Emotional Wellbeing locked in the follow-up assessment |
| Section 7 Completed_initial | Number of assessments with Section 7: Child Abuse and Neglect locked in the initial assessment |

| | |
|--------------------------------|--|
| Section 7 Completed_follow-up | Number of assessments with Section 7: Child Abuse and Neglect locked in the follow-up assessment |
| Section 8 Completed_initial | Number of assessments with Section 8: Physical Activity locked in the initial assessment |
| Section 8 Completed_follow-up | Number of assessments with Section 8: Physical Activity locked in the follow-up assessment |
| Section 9 Completed_initial | Number of assessments with Section 9: Nutrition locked in the initial assessment |
| Section 9 Completed_follow-up | Number of assessments with Section 9: Nutrition locked in the follow-up assessment |
| Section 10 Completed_initial | Number of assessments with Section 10: Oral Health locked in the initial assessment |
| Section 10 Completed_follow-up | Number of assessments with Section 10: Oral Health locked in the follow-up assessment |
| Section 11 Completed_initial | Number of assessments with Section 11: Environmental Health locked in the initial assessment |
| Section 11 Completed_follow-up | Number of assessments with Section 11: Environmental Health locked in the follow-up assessment |
| Section 12 Completed_initial | Number of assessments with Section 12: Staff Health and Wellness locked in the initial assessment |
| Section 12 Completed_follow-up | Number of assessments with Section 12: Staff Health and Wellness locked in the follow-up assessment |
| Section 13 Completed_initial | Number of assessments with Section 13: Policy Development and Implementation locked in the initial assessment |
| Section 13 Completed_follow-up | Number of assessments with Section 13: Policy Development and Implementation locked in the follow-up assessment |

Encounter Data by CCHC

The **Encounter Data by CCHC** displays:

- Facility License Number
- Facility Name
- Facility Type
- Sanitation Classification
- Counts of Encounters by facility
 - Counts of those tied to an assessment
 - Counts of those occurring on site
 - Counts of those that are tied to an assessment and occur on site
- Counts of encounters that were marked as addressing a specific competency by facility

Instructions:

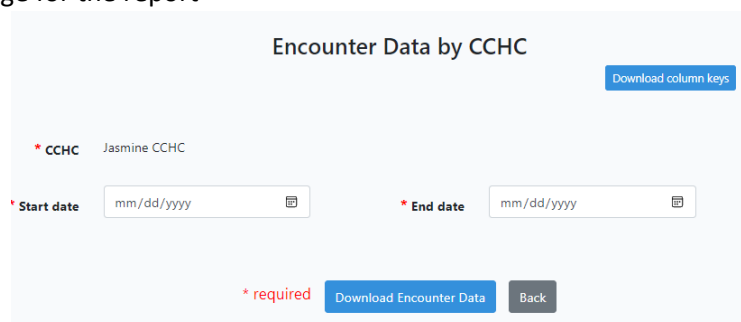
1. Select **Reports** in the ribbon at the top of any screen on the website



2. Select **Facility Encounters Log**



3. Choose the date range for the report



Note: On this page, CCHCs can select **Download Column Keys** to review the chart below for interpreting the column abbreviations. The chart is also located below in the Training Manual.

4. Select **Download Encounter Data** and then you will be prompted to open a downloadable excel file

| | A | B | C | D | E | F | G | H |
|---|-------------|--------------|-------------|-----------|-----------|-----------|-----------|-----------|
| 1 | Facility ID | Facility Lic | Sanitation | Encounter | Encounter | Encounter | Encounter | Consult_S |
| 2 | 36 | Four Star | (Provisiona | 1 | | | | |
| 3 | 220 | Five Star | CProvisiona | 1 | | | | 1 |
| 4 | 5674 | Five Star | CSuperior | 4 | 1 | 3 | 1 | 2 |
| 5 | | | | | | | | |

Please review the chart below for interpreting the column abbreviations:

Encounter Excel Export

| Column Abbreviations | Explanation |
|--|---|
| Facility ID | Facility ID |
| Facility License Type | Facility License Type |
| Sanitation Classification | Sanitation Classification |
| Encounters | Number of encounters entered for facility |
| Encounters_Assessment | Number of encounters for facility that were tied to an assessment |
| Encounters_On Site | Number of encounters for facility that occurred on site |
| Encounters_Assessment_On Site | Number of encounters for facility that were both tied to an assessment and occurred on site |
| Consult_Skills | Number of encounters marked as addressing the CCHC competency: Consultation Skills |
| Health_Safety_Wellness | Number of encounters marked as addressing the CCHC competency: Quality Health, Safety, and Wellness Practices |
| Policy_Develop_Imp | Number of encounters marked as addressing the CCHC competency: Policy Development and Implementation |
| Health_Educ | Number of encounters marked as addressing the CCHC competency: Health Education |
| Resource_Referral | Number of encounters marked as addressing the CCHC competency: Resource and Referral |
| Illness_Infectious_Dis | Number of encounters marked as addressing the CCHC competency: Illness and Infectious Diseases |
| CSHCN | Number of encounters marked as addressing the CCHC competency: Children with Special Health Care Needs |
| Med_Admin | Number of encounters marked as addressing the CCHC competency: Medication Administration |
| Safety_Injury_Prev | Number of encounters marked as addressing the CCHC competency: Safety and Injury Prevention |
| Emergency_Preparedness_Response_Recovery | Number of encounters marked as addressing the CCHC competency: Emergency Preparedness, Response, and Recovery |
| Infant_Child_Social_Emotional_Wellbeing | Number of encounters marked as addressing the CCHC competency: Infant and Child Social and Emotional Wellbeing |
| Child_Abuse_Neglect | Number of encounters marked as addressing the CCHC competency: Child Abuse and Neglect |
| Nutrition_Physical_Activity | Number of encounters marked as addressing the CCHC competency: Nutrition and Physical Activity |
| Oral_Health | Number of encounters marked as addressing the CCHC competency: Oral Health |
| Enviromental_Health | Number of encounters marked as addressing the CCHC competency: Environmental Health |

Staff_Health_Wellness

Number of encounters marked as addressing the CCHC competency: **Staff Health and Wellness**

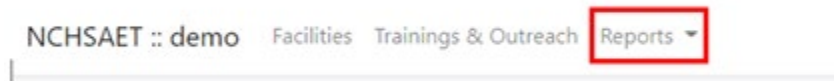
Facility Encounters Log by CCHC

The **Facility Encounters Log by CCHC** displays each unique encounter entered by a CCHC with:

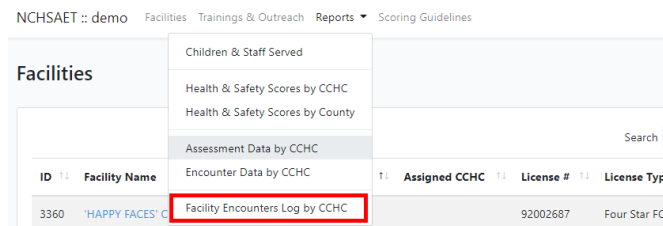
- Facility License Number
- Facility Name
- Facility Type
- Sanitation Classification
- All other information entered in an encounter by a CCHC

Instructions:

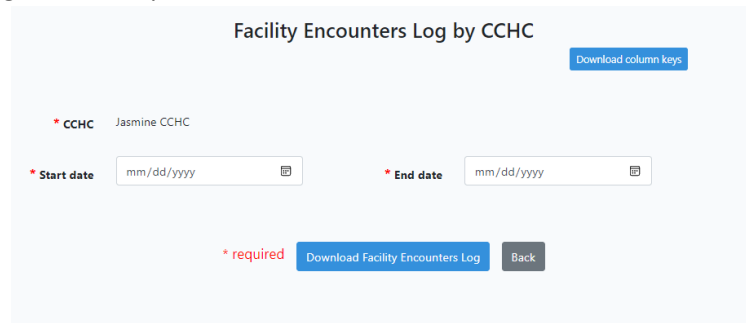
1. Select **Reports** in the ribbon at the top of any screen on the website



2. Select **Facility Encounters Log**



3. Choose the date range for the report



Note: On this page, CCHCs can select **Download Column Keys** to review the chart below for interpreting the column abbreviations. The chart is also located below in the Training Manual.

4. Select **Download Assessment Data** and then you will be prompted to open a downloadable excel file

| A | B | C | D | E | F | G | Re |
|--------------|-------------------------|---------------|-----------------------|---------------------------|----------------|------------------|----|
| CCHC Name | Facility License Number | Facility Name | Facility License Type | Sanitation Classification | Encounter_Date | Encounter_Reason | |
| Jasmine CCHC | 0000001 | Blue Crayola | Five Star Center | Superior | 06/29/2021 | CCHC initiated | |
| Jasmine CCHC | 0000001 | Blue Crayola | Five Star Center | Superior | 09/15/2021 | CCHC initiated | |
| Jasmine CCHC | 0000001 | Blue Crayola | Five Star Center | Superior | 09/13/2021 | CCHC initiated | |
| Jasmine CCHC | 0000001 | Blue Crayola | Five Star Center | Superior | 09/01/2021 | CCHC initiated | |
| Jasmine CCHC | 0000001 | Blue Crayola | Five Star Center | Superior | 03/31/2022 | CCHC initiated | |



Please review the chart below for interpreting the column abbreviations:

Facility Encounters Log

| Column Abbreviations | Explanation |
|--|--|
| Facility License Number | Facility License Number |
| Facility Name | Facility Name |
| Facility License Type | Facility License Type |
| Sanitation Classification | Sanitation Classification |
| Encounter_Date | Date encounter was entered |
| Encounter_Reason | Selected reason for encounter. Options include CCHC initiated, Facility requested, Child care licensing referral, Children’s Environmental Health Specialist referral, Other referral |
| Referee | Based on referral |
| Encounter_Assessment | Encounter is tied to an assessment (True or False) |
| Encounter_Assessment_Completed | Encounter is tied to an assessment which has been marked completed in the date range of the report (True or False) |
| Encounter_On Site | Encounter occurred onsite (True or False) |
| Issue_Description | Text notes from CCHC |
| Consultation_Provided | Text notes from CCHC |
| Consult_Skills | CCHC Competency Addressed: Consultation Skills |
| Health_Safety_Wellness | CCHC Competency Addressed: Quality Health, Safety, and Wellness Practices |
| Policy_Develop_Imp | CCHC Competency Addressed: Policy Development and Implementation |
| Health_Educ | CCHC Competency Addressed: Health Education |
| Resource_Referral | CCHC Competency Addressed: Resource and Referral |
| Illness_Infectious_Dis | CCHC Competency Addressed: Illness and Infectious Diseases |
| CSHCN | CCHC Competency Addressed: Children with Special Health Care Needs |
| Med_Admin | CCHC Competency Addressed: Medication Administration |
| Safety_Injury_Prev | CCHC Competency Addressed: Safety and Injury Prevention |
| Emergency_Preparedness_Response_Recovery | CCHC Competency Addressed: Emergency Preparedness, Response, and Recovery |
| Infant_Child_Social_Emotional_Wellbeing | CCHC Competency Addressed: Infant and Child Social and Emotional Wellbeing |
| Child_Abuse_Neglect | CCHC Competency Addressed: Child Abuse and Neglect |
| Nutrition_Physical_Activity | CCHC Competency Addressed: Nutrition and Physical Activity |

| | |
|---------------------------------------|---|
| Oral_Health | CCHC Competency Addressed: Oral Health |
| Enviromental_Health | CCHC Competency Addressed: Environmental Health |
| Column Abbreviations Continued | Explanation Continued |
| Staff_Health_Wellness | CCHC Competency Addressed: Staff Health and Wellness |

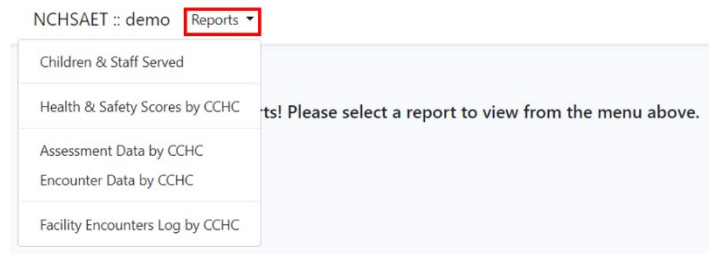
Section 18: Report Viewer Role

The Report Viewer Role in the NC HSAET was designed so that a Supervisor or Evaluator can run reports that contain the data entered by the CCHC they support.

Users assigned as a Report Viewer can run all reports located under the **Reports** tab for the CCHC they are assigned to.

Instructions for accessing reports as a Report Viewer:

1. Navigate to the **Reports** tab on the main page and select which report to run. Learn more about the different types of reports [here](#).

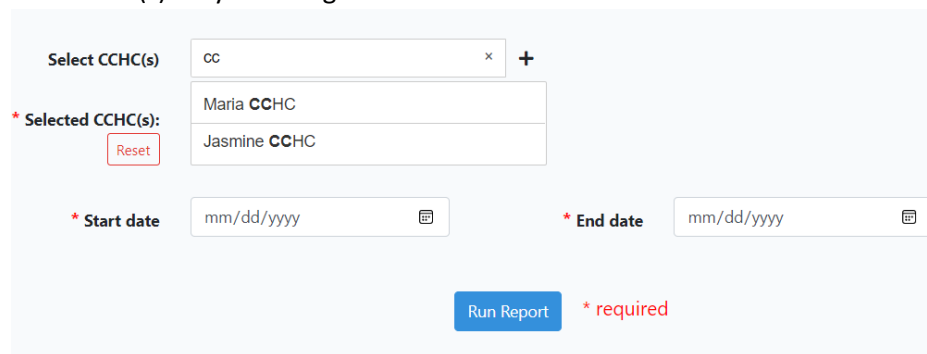


NCHSAET :: demo Reports ▾

- Children & Staff Served
- Health & Safety Scores by CCHC
- Assessment Data by CCHC
- Encounter Data by CCHC
- Facility Encounters Log by CCHC

ts! Please select a report to view from the menu above.

2. Begin typing the name of the CCHC in the **Select CCHC(s)** field. The Report Viewer user will only be able to select from the CCHC(s) they are assigned.



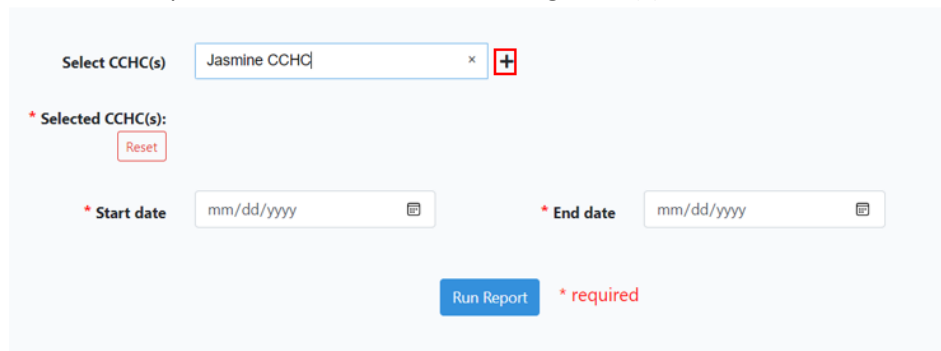
Select CCHC(s) cc × +

* Selected CCHC(s):
Reset
Maria CCHC
Jasmine CCHC

* Start date mm/dd/yyyy 📅 * End date mm/dd/yyyy 📅

Run Report * required

3. Select the appropriate CCHCs name for the report and select the “+” symbol on the right. Repeat this step for each CCHC the report should include. If the wrong CCHC(s) is selected, click **Reset**



Select CCHC(s) Jasmine CCHC| × +

* Selected CCHC(s):
Reset

* Start date mm/dd/yyyy 📅 * End date mm/dd/yyyy 📅

Run Report * required

4. Choose the date range for the report and select **Run Report**.

Select CCHC(s) +

* Selected CCHC(s): Jasmine CCHC

* Start date * End date

* required

Appendix: Tally sheet

Facility name: _____

Classroom name: _____

Instructions: Put a tally mark under “Yes” each time procedure or timing is correct and under “No” each time procedure or timing is missed.

| Indicator # | | Yes | No |
|---|--|---|----|
| 1.17 | Adult and Children handwashing procedure carried out correctly | | |
| 1.18 | Adult washed hands at appropriate time | | |
| 1.19 | Children washed hands/had hands washed at appropriate time | | |
| 1.20 | Staff assist children with handwashing <ul style="list-style-type: none"> • Children supervised as needed during handwashing • Caregiver assists infants/ children who can stand, but not wash hands independently | | |
| 1.25 | Diapers are checked for soil at least hourly | | |
| 1.25 | Diapers are checked for soil at least hourly; visually inspected at least every 2 hours. | | |
| 1.26 | Diapering procedure is followed. | | |
| 1.27 | Diapering area is cleaned and disinfected after each diapering round. | | |
| Children wash hands: | | Adults wash hands: | |
| <ul style="list-style-type: none"> • Upon arrival • Before and after eating • Before and after water play • After using toilet/diapering • After coughing or contact with body fluids • After messy play • After outside play • After handling animals • After touching contaminated surfaces • Whenever hands are visibly dirty • Before going home | | Upon arrival and when moving from one child care group to another Whenever hands are visibly dirty Before and after: <ul style="list-style-type: none"> • Preparing, handling or serving food • Eating food, bottle feeding, feeding a child • Giving medication • Playing in water that more than one person is using • Diapering After: <ul style="list-style-type: none"> • Using the toilet or assisting a child with toileting • Handling body fluids such as nasal mucus, blood, saliva or vomit • Handling animals or animal waste • Playing in sandboxes • Being outdoors • Removing disposable gloves • Cleaning or handling garbage Before going home | |

Appendix – User agreement for NC HSAET

Before a CCHC can gain access to the NC HSAET, they must complete the [New User Application and Agreement Form](#). See below for the language outlined in the agreement form. CCHCs should refer to this language in the agreement form to maintain data privacy while using the NC HSAET.

North Carolina Health and Safety Assessment and Encounter Tool (HSAET) Application and Agreement

By signing below, qualified CCHCs will gain access to the NC HSAET. Supervisors are signing that they are aware of how data is being accessed and shared:

- Administrative access to all data in the NCHSAET is limited to NC Resource Center staff and technical staff at UNC Chapel Hill.
- De-identified (anonymous) data is shared with program partners and may be used for research and analysis.
- Identifiable data (facility and classroom names) that is associated with an assessment or quality improvement plan may be shared with direct or programmatic supervisors for the purposes of quality assurance only.
- Data gathered from the county(s) served is viewable by all CCHCs that also serve that county, regardless of agency.

By signing below, you understand that all CCHCs funded by the NC Partnership for Children or the NC Resource Center are required to use the NCHSAET to document encounters with child care facilities including training, consultation, and observational assessments. All other qualified CCHCs are encouraged to do so.

By signing below, you agree to notify the NC Resource Center if my position changes or you are no longer using the NC HSAET.

Appendix – CCHC Service agreement (sample) and NC HSAET agreement

CCHC name: _____

Phone: _____

Email: _____

Child care health consultation is a voluntary and collaborative process between a child care facility and a Child Care Health Consultant (CCHC). CCHCs are not regulatory and cannot issue licensing violations.

The work of a CCHC can include:

- Providing consultation, technical assistance, and/or training through email, telephone, and on-site visits to:
 - Increase the amount, quality, and sustainability of health and safety practices in the child care classroom
 - Address immediate health and/or safety concerns
- Reviewing child health information such as immunization records and emergency action plans.
- Using the NC Health and Safety Assessment and Encounter Tool (HSAET) to:
 - Document consultation and technical assistance encounters with a child care facility
 - Conduct health and safety observational assessments
 - Use a collaborative process to develop and implement a quality improvement plan.

The facility is responsible for:

- Informing early educators and other staff if/when CCHCs services are being utilized.
- Informing parents/guardians they are working with a CCHC to improve the safety and health of the facility, which may include record review.
- Working collaboratively with the CCHC to implement agreed upon quality improvements.

If data is collected using the HSAET

All data is stored on a secure server housed by the University of North Carolina, Chapel Hill.

- Personal identifiable information of children is never collected.
- Names of early educators are not collected in connection with classroom observational assessments. Names of early educators are collected if they are participants in a training but only for record keeping purposes.
- Only the CCHCs that work in the county of service, their supervisors (for quality assurance purposes), and the staff at UNC Chapel Hill that provide administrative and technical support for the NC HSAET have access to the complete data set.
- Deidentified (anonymous) data is reported to program partners and funders.

This agreement has no expiration date. It can be cancelled at any time by notifying the CCHC listed above or the NC Child Care Health and Safety Resource Center.

Facility name: _____

Director/operator name: _____

Title: _____

Director/operator signature: _____

Date: _____

Phone: _____

Email: _____

Retention of form ✓ Original, signed Service Agreement is kept on file by the CCHC.

- ✓ Copy of Service Agreement is kept on file by the child care director/early educator.

Appendix – Project System and Data Security Information

The project will utilize the Sheps Integrated Research System (SIRS), a suite of reusable components developed by the Cecil G. Sheps Center at UNC Chapel Hill. These components are specifically designed to meet the needs of health related research projects and facilitate the swift implementation of secure research study tracking systems. They take advantage of industry standard, community-backed frameworks such as PHP Laravel and Javascript VUE.js, and they interact with a MySQL database. The system will be hosted on secure, enterprise level, linux-based servers that make use of the latest in virtualization technology. This web-based system will allow users to key data directly into a central database via a web interface. For data validation, a series of project-defined data checks and conditional constraints can be required to ensure the highest quality data collection. All system login procedures and data submissions will be transported encrypted via the Transport Layer Security (TLS) protocol to a secure central database at the Sheps Center. User-level permissions will be based on user roles and defined within the project system to limit a user's access to only those records an individual is authorized to see. The SIRS system is currently in use by more than three dozen research projects, ten of which involve multiple sites connecting to a single, central data system.

The database for the project will be provisioned to run on a mirrored server system with automatic fail-over features, daily backups, and transaction logs. This system is physically located in a Tier II Data Center providing backup power sources, climate control, fire protection, and 24x7 surveillance. Audit logs will be reviewed routinely to verify the security measures are operational. The servers are scanned twice weekly for vulnerabilities and are currently maintained at the highest level of vendor and CERT security recommendations. Data will never be shared outside the project unless authorized by the project leader. User authentication is based on user passwords. Password creation requirements are in place to guarantee "strong passwords" as defined by the CERT security recommendations.

The UNC Sheps Center endeavors to preserve the privacy, confidentiality, and security of protected health information that may be part of health records or research datasets. Protected Health Information (PHI) is handled according to appropriate Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy and Security Regulations. Sheps Center programmers and research staff who work with sensitive data are required to complete appropriate HIPAA training with periodic updates, complete Sheps Center internal training, comply with the UNC IT Security Policies, and agree to the provisions of the Sheps Center's Rules of Behavior and Sanction Policy. The Sheps Center strives to implement reasonable security controls guided by FISMA, HIPAA, and OMB Circular A-130, Appendix III.

Appendix – Indicator Updates

| Indicator Number | Update | Date of Update |
|------------------|--|----------------|
| 1.30 | "NA" option added to indicator. | 6/28/2022 |
| 1.31 | "NA" option added to indicator. | 6/28/2022 |
| 1.32 | "NA" option added to indicator. | 6/28/2022 |
| 4.43 | Short text of indicator updated for clarity and "NA" option added. Original Short Text: "Safe sleep: Children are supervised during nap and rest. " Updated Short Text: "Safe Sleep: Ages 1 and older are supervised during nap and rest within hearing distance." | 6/28/2022 |
| 10.12 | "NA" option added to indicator. | 6/28/2022 |
| 10.13 | "NA" option added to indicator. | 6/28/2022 |