



North Dakota Early Childhood  
Workforce Registry

# **Training and Trainer Approval Guidebook**

**2016**

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## Introduction

The North Dakota Growing Futures Registry is the state's central clearinghouse for early childhood workforce data. The Registry is responsible to approve training that is applied to child care licensing and to identify training and education that prepares individuals for employment in the field. The Growing Futures Registry is a member of the National Registry Alliance and operates under the direction of the ND Department of Human Services.

One of the goals of the Registry is the promotion of quality training for the early childhood workforce in our state. This includes both traditional and virtual learning experiences. The Registry does not develop or deliver training, or provide clock hours/CEUs. Rather, the Registry sets and maintains standards for training provided by a variety of organizations to North Dakota's early childhood workforce for the purpose of childcare license renewal and professional development, and tracks that training for the individuals who attend. As of 1-1-2012, all training accepted for childcare license renewal must be approved by Growing Futures Registry prior to delivery.

Growing Futures training approval standards ensure that the content and delivery of training are consistent across the state and that training is applicable to the needs of the early care and education workforce. The goal is quality training and education that improves workforce knowledge, skills, and attitudes in ways that ultimately results in career options for practitioners and positive outcomes for young children.

As with any job, there are specific things that employees need to know and be able to do to perform the job effectively and properly. This is no less true in early care and education.\* Growing Futures training approval supports competency-based training by setting content, delivery, and assessment standards for training. Growing Futures has established a set of guidelines and criteria to award training credit in three levels. To ensure that these standards are appropriate and meaningful, the Growing Futures Registry bases the approval standards on nationally accepted criteria for early childhood workforce preparation. The Registry also adheres to the principles of the International Association for Continuing Education and Training (IACET). IACET standards are approved by the American National Standards Institute as the American national standard for continuing education and training.

This booklet explains the criteria used to evaluate trainers and training submitted for approval through the Growing Futures system. These criteria are also the key elements that any training delivered to the early childhood workforce should include so that these guidelines serve as a tool for creating training.

*\*Growing Futures 2013 Registry Data Brief: A Summary of Registry Membership and the Approval System shows that under 20% of Registry members have demonstrated and/or verified qualifications in the field of early education and child development. The data is based on the voluntary participation of 49% of the state's early childhood workforce. Data regarding member's qualifications is verified, not self-reported.*

## Growing Futures Training Levels

Different types of training meet different needs. To address the various needs of practitioners in the field – and to assist practitioners in correctly selecting approved training that meets their needs – Growing Futures has developed three levels of training approval. Each level of training meets the requirements for annual childcare license renewal but only Level 2 and 3 training applies to advancement on the Growing Futures Career Pathways and leads to early childhood career preparation and professional credentials. Participation in Bright&Early ND at Steps 2-4 also requires completion of Level 2 and 3 training and/or higher education.

1. **Registered:** Registered training is approved on a one-time basis for childcare license renewal only. It does not apply to Career Pathways placement. Registered training is short and discontinuous, and is not designed to meet the requirements for professional advancement. Trainers do not need to be pre-approved but must meet the criteria for Registered Trainers described below. Topics must support North Dakota’s childcare licensing rules and the *ND Core Competencies for Early Education and Care*.
2. **Career Pathways:** Career Pathways training is approved for childcare license renewal **plus** for Growing Futures Career Pathways placement and participation in Bright&Early ND at Steps 2-4. This type of training meets the education requirements of the national Child Development Associate (CDA) Credential as well as other career qualifications in the field of early childhood. Trainers must be pre-approved Career Pathways or Content Specialist trainers with expertise in the content area. There are two levels of Career Pathways training:
  - a. **Career Pathways 1 training** focuses on the application and demonstration of best practices, and builds familiarity with industry tools identified by the Bright&Early ND steps. These include the *ND Core Competencies for Early Education and Care*, the Environment Rating Scales (ERS), and Classroom Assessment Scoring System (CLASS). This level of training is typically 2-4 hours in length.
  - b. **Career Pathways 2 training** focuses on deepening knowledge and reflective practice including evaluation and analysis of information, and creation of new materials and processes. This level of training is typically 5- hours or more in length. In some cases, Level 3 training may be offered for CEUs or college credits.

## Growing Futures Trainer Types

Trainers who present Growing Futures approved training must be qualified to present the content and level of training requested. Growing Futures has developed three types of trainer approval.

1. **Registered Trainer:** Registered trainers are typically occasional trainers who have professional expertise in a field unrelated to early care and education (e.g. tax preparers, first responders, health care, etc.). They may also be one-time conference keynotes or presenters. Registered trainers may present “Registered” training only. They are not required to have direct care experience in an early childhood setting. However, they must be currently employed in a professional capacity in the field related to the training content. They must also have previous experience presenting training for adult learners. These trainers are not required to be pre-approved and must submit their information each time they train as part of the Registered Training Approval request form. They are approved on a training-by-training basis. The Growing Futures Registry does not keep records of Registered trainers and does not list them on the Trainer Directory on the Growing Futures website.
2. **Career Pathways Trainer:** Career Pathways trainers must be a member of the Registry, placed in Category G-J on the Career Pathways. In addition they must have a current resume or CV on file with the Registry, and provide professional references. Career Pathways trainers must provide verifiable documentation of any certifications or other trainer qualifications they have as well as documentation of their experience presenting to adult learners. Career Pathways trainers must be pre-approved prior to submitting requests for training approval. They are approved for a period of 1-years. Renewal requires continuing verification of the trainer’s expertise and competence. Their names and contact information appear on the Trainer Directory on the Growing Futures website. There are two levels of Career Pathways trainers:
  - a. **Career Pathways I trainers** must be placed in at least Category G on the Career Pathways. They must have a minimum of 2-years direct experience in an early childhood setting and at least 7-hours of experience facilitating adult learning experiences. Career Pathways I trainers present Level 1 or 2 training in assigned content areas based on verified education and expertise.
  - b. **Career Pathways 2 trainers** must be placed in at least Category H on the Career Pathways. They must have a minimum of 3-years direct care experience in an early childhood setting and at least 16-hours of experience facilitating adult learning experiences. Career Pathways II trainers present all levels of training in assigned content areas based on verified education and expertise.
3. **Content Specialist:** Content Specialist trainers must be members of the Registry but are not required to have a Career Pathways placement. They must have verified education and/or certificate in the content area or curriculum they train, and are required to have a current resume or CV on file, including professional references. They are not required to have experience in an early childhood setting but they must have a minimum of 7-hours facilitating adult learning experiences. Content Specialists must be approved prior to submitting requests for training approval. Approval is for a period of 1-year. Renewal requires continuing education in the trainer’s content area and adult learning. Content Specialists may be approved to train all training levels in their area of specialization only. Their names and contact information appear on the Trainer Directory on the Growing Futures website.

## The Training Approval Process

The North Dakota Department of Human Services contracts the Growing Futures Registry to approve, promote, track, and report training offered in the state for the early childhood workforce. Workforce training is developed and delivered by a variety of organizations and entities, such as Child Care Aware © ND, Head Start, USDA Food Programs, ND Extension, and so on. The Growing Futures Registry does not develop or deliver training, and does not provide training credit or clock hours.

Growing Futures approves training that meets the criteria described in this booklet. Growing Futures operates on a set of standards adapted for use in North Dakota by the ND Department of Human Services. Approval of **training content** is based on the *ND Core Competencies for Early Education and Care Practitioners*, as well as content standards established by the National Association for the Education of Young Children and other nationally recognized professional organizations. Approval of training **delivery methods** generally follows criteria established by the International Association of Continuing Education and Training (IACET) but is not limited to those guideline.

### Automatically Accepted Training

The ND Department of Human Services (ND DHS) has determined that all training accepted for childcare license renewal in North Dakota must be pre-approved by the Growing Futures Registry. However, under a joint agreement between ND DHS and Growing Futures, the Registry does accept some training that was not pre-approved. This training is called, “Automatically Accepted Training.”

**Automatically Accepted Training:** training delivered by a known and respected organization at the state or national level that is intended for or directly applicable to the early childhood workforce. Examples include regional and national conferences by organizations such as NAEYC and NAFCC. These kinds of events are unlikely to be submitted to the Growing Futures Registry for pre-approval but they do meet the approval criteria for early childhood workforce training that may be applied toward child care license renewal.

Automatically Accepted Training can be submitted after the fact by the individual who attended the event. The requirements for adding Automatically Accepted Training are that the individual:

- Is a member of the Growing Futures Registry in good standing
- Attended the entire event and successfully completed the requirements to receive credit
- Submits to the Registry, within six weeks of the end of the event, verifiable proof of attendance and completion in the form of a certificate or other verifiable documentation that includes:
  - Title of the event
  - Sponsoring organization
  - Date/time/location of the event
  - Total number of clock hour actually earned
  - Other documentation as determined by the Registry to verify attendance

**This is a member service only.** The Registry does not maintain full records for non-members.

Automatically Accepted training is entered on individual records as “Registered – Not for Career Pathways Placement” level only.

Webinars that are not part of a structured learning experience – even when offered by an organization that is typically accepted for approval – is not accepted as training and cannot be added to individual records.

## Steps in the Approval Process

- A training organization creates an organizational account and requests to be approved to submit and deliver training. Similarly, a trainer requests approval as a trainer. The organization or trainer must have an active account at the Registry before requests for training approval can be submitted. Requests are submitted online at [www.ndgrowingfutures.org](http://www.ndgrowingfutures.org)
- Once the organization or trainer is approved, they may then submit courses for approval. Courses define the CONTENT and STRUCTURE of the training that will be delivered. A course is **not** the actual event (date/time/location). The course must be approved before the event can be scheduled. Depending on the level of training, approved trainers may need to be identified as well.
  - Request approval as Registered Training if (1) the trainer is not pre-approved or (2) the training is being offered for child care license renewal only
  - Request approval as Career Pathways Training if the trainer is pre-approved and the training meets the requirements for Level 2 or Level 3 training.
- The course is reviewed to determine if it is complete and meets the standards for training approval described in this booklet.
  - Incomplete applications are not accepted.
  - If the application is incomplete, the person listed as the event contact is notified via email and provided details about what is missing or needs to be changed. The original approval request remains in the system and can easily be edited and resubmitted.
  - An email is also sent once the course is approved with a unique approval code for the course.
  - A separate approval code is issued each time the training is offered, even if the content and trainer are the same each time.
  - The unique approval code tracks the event through the system and must be used on all promotion and communication for the event
- Once the course is approved, events for the course may be scheduled. Events are the actual dates/times/locations the course will be delivered. Events do not require lengthy approval because the course content and methods have already been approved. Career Pathways courses do not need to be resubmitted for approval every time an event of the course is scheduled, as long as the course content, structure, and trainers remain the same.
  - Note that Registered training is approved for one-time only. Registered training must be submitted for course approval every time the training is offered.
- Approved courses and events will appear on the online Registry training calendar unless otherwise indicated by the training organization or trainer.
- The organization and/or trainer conducts the training event, following Growing Futures procedures.
  - Attendees must provide their unique personal Registry ID# to receive credit for attendance. It is the organization/trainer's responsibility to collect the required information at registration and/or on the attendance sheet for the event.
  - If an attendee does not have a Registry ID#, it is recommended the organization take the rest of the attendee's information on the attendance sheet and tell the attendee to set up a Registry account once they get home and then call the next day with their ID#. This ensures that the correct person receive the clock hours and that they have a complete record that can be viewed by child care licensers.
  - **NOTE: It is not necessary for a person to be a Registry member to have a Registry ID#. In fact, anyone who has attended an approved training in the past**

**four years already has a Registry ID#. DO NOT create duplicate accounts – this is unnecessary and will cause the attendee problems at license renewal time.**

- The organization or trainer is responsible to reconcile attendance at their events within one week of the close of the event. To do this, the organization or trainer will go into their Registry account, find the event, and enter the attendee information on the roster to award clock hours.
  - Attendees may only receive credit for attendance if (1) they complete the Growing Futures attendance sheet fully and (2) provided a Registry ID# and (3) the training organization/trainer accurately entered the attendance sheet information.
  - The organization or trainer mails the original attendance sheet with attendee signatures to the Registry.
- The Registry is not responsible to reconcile or verify attendance for training organizations or trainers. Any questions or complaints about attendance, award of clock hours, and so on are sent directly to the organization or trainer that delivered the event.
- The Registry maintains a permanent record of completed training for individuals. Members of the Growing Futures Registry are able to view their record of completed training by logging in at [www.ndgrowingfutures.org](http://www.ndgrowingfutures.org) Non-members are not able to view their record though county licensers are able to see the approved training that an individual has attended.

# Growing Futures Approval Criteria

Growing Futures training approval is based on ten criteria, outlined below. These criteria closely follow the IACET standards and define the factors that determine how training is evaluated for approval.

## **Criteria 1: Training Organization and/or Trainer**

The organization and/or trainer providing training will have expertise in developing and delivering training for adult learners.

**For Registered Training:** The organization and/or trainer have professional knowledge applicable to training content area. Content supports state childcare licensing rules and the *ND Core Competencies for Early Education and Care*.

**For Career Pathways Training:** The organization and/or trainer have documented professional qualifications *directly* applicable to the content area of the training. Content supports state childcare licensing rules and the *ND Core Competencies for Early Education and Care*, meets standards designed for the ongoing preparation of the early childhood workforce, and is specific to the target audience, age group of children, and license setting.

## **Criteria 2: Responsibility and Control**

### **A. Changes to an Approved Event**

Organizations and trainers are responsible for delivering the training as approved.

- **Notify the Registry in the event of a change to the training:** If there is a change in content, method of delivery (including date/time), clock hours, location, trainer, or target audience after the training is approved, and the sponsoring organization/trainer must notify the Growing Futures Registry immediately to re-approve the course or event. Approval is void unless the Growing Futures Registry has re-approved the training.
  - **Unreported changes:** If unreported changes are found when the training attendance sheets are submitted, attendees may lose the credit awarded to them and the training organization or trainer approval may be suspended. Attendee questions and complaints will be referred back to the organization/trainer for resolution.
  - **Unexpected changes:** If there is an unexpected event that makes it necessary to change the delivery of an approved training at the last minute (e.g. hazardous weather, trainer illness), the sponsoring organization/trainer must notify the Registry of the change within one business day to discuss options.

### **B. Determining Clock Hours**

The organization and/or trainer providing the training must follow an objective process for calculating the clock hours for each training event.

- **Identify the training contact time:** Contact time includes instructional time only. Contact time does not include breaks of more than 10 minutes, meal breaks, business meetings, etc.
  - Approved training must last at least one full hour (60 minutes) of instructional time.
  - Training is approved in increments of 30 minutes. 15-minute increments are rounded down. Example: training submitted for 1 ¾ hours will be approved for 1 ½ hours.

- **Award clock hours for contact time only:** Individuals must be present for the entire contact time period to receive credit for attendance. If the training includes multiple sessions, the individual must attend all sessions to receive credit.
- **No partial credit may be given:** Attendees who come late or leave early, or who do not attend all sessions of a multi-session event may not be given partial credit or clock hours.
  - **Conferences with breakout sessions:** The only exception to the “No Partial Credit” rule is an approved conference with breakout sessions that attendees may or may not attend. The conference sponsor is responsible to create a certificate that clearly indicates the sessions offered and which sessions an individual attended (e.g. stickers for each breakout). When reconciling training attendance, the organization/trainer may only award clock hours for the sessions the individual actually attended. The individual must complete the event attendance sheet in full, including their Registry ID#, and the original attendance sheet must be sent to the Registry following the training. Individuals must also send a copy of their certificate to the Registry following the event, to verify that they attended the number of sessions required to receive the clock hours awarded to them.
- **No Credit for Duplicate Training:** Individuals cannot repeat and receive clock hours toward license renewal for the same training within a 36-month period. They are free to repeat a training for no credit but it will not appear on their record and will not apply toward annual license renewal requirements.
- **Calculating Clock Hours:** Determine clock hours using the following formula:
 
$$\frac{(\text{total minutes of all instructional time}) - (\text{total minutes of non-allowable activities})}{60 \text{ minutes}}$$
- **Allowed and Not Allowed Activities:**
  - Allowed activities: Face-to-face classroom interactions; self-paced, distance learning, and other activities that support the learning objectives
  - Not Allowed activities:
    - Activities such as breaks, meals, and business meetings
    - Anything promotional in nature
    - One-to-one consultation, coaching, or mentoring
    - Webinars or other unsupervised activity (reading a book, watching a video, etc.) unless it is used as part of a supervised training and includes an evaluative process
    - Training specific to employer’s insurance, compensation, benefits, etc. or other employer centered conditions of employment (e.g. not applicable to another place of employment)
- **To Determine the Length of Allowed Activities:\***
  - Instructional time = actual clock hours spent in interaction with a trainer or in supervised activities
  - Self-paced: These activities may be included in a self-paced training and can be calculated in the total training time as follows:
    - Watching a video or other archived media: actual length of the video or viewed portion of the video
    - Reading an article/book: The average reading speed for an adult is calculated at 250 words per minute. Thus, reading a 1000 word article = 5 minutes
    - Untimed learning event, regardless of delivery mode: The training provider must conduct a pilot study that accurately portrays the conditions and target audience of the training. The allowed length of time for the activity = the average time taken by all pilot study participants to complete the activity.

NOTE: The activities listed as “self-paced” do not by themselves constitute training and are not approved as training unless used as part of the instructional plan for an approved training.

- **Awarding CEUs:** Continuing Education Units (CEU) are different from clock hours. One CEU is equal to 10 clock hours of training that meets the trainer/content standards established by IACET, and issued by an organization authorized to award Continuing Education Units. Typically, these are higher education institutions though other organizations may be approved by IACET to issue CEUs. Training organizations that wish to offer CEUs must work through the Continuing Education department or other office of the institution to make CEUs available. There is generally an additional fee for CEUs paid to the institution.
  - Growing Futures does not award or track CEUs.

*\*Training provider must be able to document exactly how the length of activities was determined as part of a request for training approval. Requests for training approval that do not base clock hours on the above calculations will be denied.*

### **C. Tracking Attendance**

Training organizations and trainers are responsible to track and verify attendance.

- Attendance is tracked using the individual Registry ID#, which is required information on the Growing Futures attendance sheet. It is the responsibility of the training organization to gather all the required information on the attendance sheet. If attendees do not fully complete the form, the training organization is responsible to get that information before reconciling attendance and turning the attendance sheet(s) to the Growing Futures Registry.
  - No additional request for information may be added to the attendance sheet by the training organization and/or trainer. Any information that the training organization and/or trainer wishes to add must be gathered separately from the Growing Futures attendance sheet.
  - Attendees who do not have complete information are not awarded credit for attendance and will be referred back to the training organization/trainer for assistance.
  - Attendees who do not have or cannot remember their Registry ID# should complete the rest of the attendance sheet in full. However, the organization/trainer cannot award credit without the Registry ID#. Attendees will need to create a Registry account (or find their existing account) after the event and call the organization with that information in order to be awarded credit for attendance. **DO NOT CREATE ACCOUNTS** for attendees who have attended any approved training, whether face-to-face or online, in the past four years. They already have a Registry account and are responsible to find and provide their ID#.
- Attendance sheets must be available at the registration table prior to the start of the training event and may remain available for signature up to 5 minutes after the start of the event. After that time, late arrivals may not be permitted to sign in or receive credit for attendance.
- Attendance at the entire training event (including all sessions of multiple session events) is required for training credit to be awarded. No partial credit can be given and no certificate can be awarded.
  - Individuals who do not attend the entire event or successfully complete the requirements of the training must be noted on the attendance sheet.
- The training sponsor (the organization issuing the training certificate) is responsible to maintain training records of attendance including all required information for a period of at least 3-year after the close of the training event.

- The Growing Futures Registry maintains a permanent record system of all approved training and training attendance, which includes regular back-up of all required information. This record system is retained indefinitely.

#### **D. Data Privacy**

Training organizations and trainers are responsible to protect the privacy of training attendees.

- Records of training attendance belong to the individual attendee. Records may be released only with the written approval of the individual record holder, and only to persons or agencies authorized by the individual to receive this information.
  - Information gathered on attendance sheets may not be made available in any way to other individuals or organizations, or used for any promotional activity.
- Any Growing Futures member may obtain a copy of their personal training record at any time by logging in at [www.ndgrowingfutures.org](http://www.ndgrowingfutures.org).
  - Child care licensers are able to view a record of an individual's completed training record. This applies to both Growing Futures members and non-members. Licenser's login at [www.ndgrowingfutures.org](http://www.ndgrowingfutures.org).
  - Growing Futures maintains records of attendance at all approved training for both members and non-members. However, non-members do not have access to that record.

### **Criteria 3: Learning Environment and Support Systems**

The organization and/or trainer providing training must ensure that the environment – whether actual and virtual – is conducive to adult learners and that appropriate supports are in place.

- **Venue is accessible and comfortable for adults.**
  - Face-to-face venues provide adult-sized seating, comfortable temperature and lighting, healthy refreshments, and accessibility for all participants.
  - Online environments must be accessible to most internet speeds and SCORM compliant.
  - Specifications required to participate in online training is clearly explained in the course promotion, including internet connections, software, etc.
- **Information about registration, fees, scheduling, and support is available before starting the training.**
  - Organization and/or trainer must provide complete information about the event on the training approval application form, including an event description, event location, target audience, registration process, costs and payment policies, clock hours available, CEU process if available, learning outcomes, how learners will be assessed and requirements to successfully complete training, and any additional information needed (e.g. prerequisites, availability of CEUs, skills required, technology needed, etc.)
- **Trainers are qualified in the content area.**
  - For Career Pathways training, the trainer must be an approved Career Pathways or Content Specialist trainer, and approved to present the content, target audience, and level.
  - Fully qualified back-up trainers are available in the event that the identified trainer is not able to present the training. If no qualified trainer is available, the training event is postponed or canceled.
- **Instructional resources and references are appropriate and up-to-date:** All materials used to develop and deliver the training are up-to-date, accurate, and based on verifiable research and industry best practices.

- All resources and reference materials are fully identified, including authors, titles, publisher, and publication date.
  - At least 75% of the materials used to develop and deliver the training, including media resources such as CDs and DVDs, were published within the past ten years.
  - References and resources are from credible, research-based sources.
  - Materials support accepted best practices and standards in early childhood care and education.
- **Provide adequate learning resources for participants.** Handouts and other resources are available and accessible to all participants.
    - Downloadable resources must be available in commonly used formats, sized for rapid download and ease of printing, and clearly linked for easy access.
    - All links and URLs must be live during the time the training is open to participants.
- **Technical support available.**
    - Support for attendees is provided as part of the training session. Trainers remain available for questions and clarification of any resource material that was distributed.
      - At face-to-face training, the trainer remains available for at least 10 minutes at the end of the training. This time does not count as instructional time.
      - At online training, trainer must provide additional ways for attendees to contact them for follow-up after the session has ended (e.g. email address, mailing address, phone number, etc.). This time does not count as instructional time.
    - Technical support for online courses must be available to assist with problems and trouble-shoot.
    - Written contingency plans are in place in case technology fails and are available to attendees prior to the start of the training
- **Evaluation is completed.** The organization and/or trainer provide a way for attendees to evaluate the facility, equipment, materials, and trainer skill at the conclusion of an approved training event.

#### **Criteria 4: Learning Event Planning**

The organization and/or trainer has in place a process for determining training content based on an identified need for the target audience.

- **Training content must be relevant to the early childhood workforce** and directly applicable to the care and education of children ages 0-8 years of age in group care settings.\*
  - The organization and/or trainer must be able to demonstrate that the content is necessary and needed by the target audience.
  - Training primarily designed and delivered for parents, foster care, health professionals, social workers, and other activities not specific to early care and education cannot be submitted or approved as Career Pathways training or used for Career Pathways placement. These events *may* be approved as Registered Training (license renewal only) where there is demonstrated relevance to early childhood care and education settings.

*\*Training specific to school age care is directly applicable to children ages 6-12 years of age in-group care settings as well as before and after school programs.*

#### **Criteria 5: Learning Outcomes**

The training organization and/or trainer identify learning outcomes for each event that are clear, specific, measurable, and that state what attendees will learn and achieve as a result of participating in the event.

- **Learning outcomes clearly define what attendees will know and be able to do because of attending the event.**

- **Learning outcomes are based on Bloom's Taxonomy.**
- **Clear relationship between the identified needs of the target audience and planned learning outcomes.**
  - Learning outcomes must be relevant to target audience, settings, and age group taught.
  - Organization and/or trainer must be able to explain how learning outcomes relate to and address specific needs of the target audience.

### **Criteria 6: Planning and Instructional Personnel**

Training is designed, developed, delivered, and evaluated by individuals qualified for the tasks. At a minimum, these individuals are competent in the training content, and are knowledgeable in instructional methods and learning processes.

- **Instructional Personnel who are involved in the design, development, and delivery of training maintain records of their ongoing professional development** demonstrating their commitment to remain current in their subject matter and learning methods
- **The training organization and/or trainer provides written policies demonstrating they do not discriminate** or make reference of a discriminating nature based on gender, ethnicity, religion, age, disability, economic status, and/or sexual orientation.
- **The training organization and/or trainer will have a policy that discloses to attendees, prior to the start of the event, any trainer's proprietary interest** in products, instruments, devices, services or materials discussed during the event, as well as any compensation related to the presentation.
- **The training organization and/or trainer will have a policy to protect intellectual and legal property rights** for any material used in the learning event.

### **Criteria 7: Content and Instructional Methods**

The training organization and/or trainer ensure that the training content logically supports the learning outcomes, and demonstrate that the instructional methods used are appropriate and matched to learning outcomes. (See Appendix: *Applying Bloom's Taxonomy to Growing Futures Training Approval Levels*)

- **The training organization and/or trainer incorporates instructional methods to accommodate multiple learning styles.**
- **Instructional methods promote interaction** between and among attendees, trainers, and learning resources to achieve stated learning outcomes.
- **Trainers discuss the learning outcomes for the event** as well as the requirements to earn clock hours/credits at the beginning of the training event.

### **Criteria 8: Assessment of Learning Outcomes**

The training organization and/or trainer identify the assessment method(s) used to determine whether attendees have achieved the stated learning outcomes (See Appendix: *Applying Bloom's Taxonomy to Growing Futures Training Approval Levels*).

- **The training organization and/or trainer has a process for reviewing and reporting achievement of learning outcomes.**

- **The training organization and/or trainer provides feedback** to attendees on their mastery of learning outcomes.

### **Criteria 9: Awarding Clock Hours, CEUs, and Maintaining Attendee Records**

The training organization and/or trainer has a reliable process for maintaining and reporting attendance records, attendee completion status, scores where applicable, and clock hours/credits earned.

- **The training organization and/or trainer maintains a learning record system** including a backup system to maintain all required attendee information, and provides documentation of that system.
- **The record keeping system includes the following information on each event and attendee:**
  - EVENT:**
    - Title of the event
    - Start and end date, time, location
    - Trainers and Trainers ID#
    - Training approval code # unique to the specific event
    - Clock hours/credits
  - ATTENDEE:**
    - Full name
    - Current address including city and zip code
    - Current phone number
    - Current email address
    - Growing Futures Registry ID#
    - Attendance record
    - Clock hours/credits earned
- **The training organization and/or trainer maintains training records and makes them available** to attendees and the Registry for a period of three (3) years.
- **The training organization and/or trainer has a policy for ensuring privacy and information security of attendee's records.** This includes the input, maintenance, storage (both paper and e-files), and release of information as well as how attendees access their own records after a learning event is completed.

### **Criteria 10: Program Evaluation**

The training organization and/or trainer identifies a process for evaluation of training events and trainer efficacy, and provides that information to the Registry when requested. (See Appendix: *Evaluation Model*).

- **Evaluation data collected includes attendee feedback about each training event** as well as trainer efficacy.
- **Evaluation results factor into continuous improvement of training events and trainer skills.**

# APPENDIX 1: Key Terms for Training / Trainer Approval

**Assessment:** Instruments and/or measurements used to determine if attendees achieve stated learning outcomes. This includes but is not limited to pre/posttests, demonstration of skill, participation, presentations, oral interviews, reflection papers, etc. There are two types of assessment that can be incorporated into training design:

- **Summative Assessment:** A snapshot at a particular point in time to determine what participants do or do not know. Summative assessments are an accountability measure that are typically delivered after instruction and often used as part of the grading process. An example is an end-of-training test.
- **Formative Assessment:** Incorporated as part of the instructional process and used to adjust teaching and learning while they are happening. The goal of formative assessment is to ensure that students achieve targeted standards-based learning goals within a set time frame. Examples include practice sessions, peer feedback or self-assessment, and informal knowledge checks.

**Blended Training:** See “Hybrid Training” below

**Coaching:** A relationship-based process led by an expert with specialized knowledge and skills, and often provided to recipients who have very different professional roles. Coaching is designed to grow specific professional attitudes, skills, and behaviors, and is focused on goal setting and achievement for an individual or a group. Coaching is often an effective part of an individual’s learning process but coaching alone is not considered training.

**Competencies:** Competencies define the core knowledge, skills, and behaviors that are expected of practitioners in the early childhood care and education programs. In North Dakota, two methods of identifying practitioner competencies are used to support different career paths. All training approved by Growing Futures must identify and support the growth of these competencies for training attendees. Individual training records are organized by competencies. The two forms used are:

- **The North Dakota Core Competencies for Early Education and Care Practitioners, published by the ND Department of Human Services:** Eight areas that define the expectations for workforce preparation in the state. These align with the competencies established in a number of other states as well as with the federal Child Care Development Specialist Apprenticeship program.
- **The national Child Development Associate (CDA) competencies, published by the national CDA Council in Washington, DC:** Six competencies and eight subject areas that define the expectations for individual’s seeking to earn the national CDA.

**Conference:** Other terms used for conference events include Seminar, Symposium, Workshop, or Retreat. These events are gatherings that often include keynote presenters and breakout sessions. Conferences may also include plenary sessions, discussion panels, exhibitions, and spot-light presentations. Typically, attendance is not required at all events, and there is no process for assessing or evaluating learning.

**Contact Time:** The length of time that the attendee and trainer/training source interact. Interaction means a connection between the attendee and trainer/training source. For Levels 2 and 3 training, this connection is two-way – that is the trainer/training source monitors the attendee’s progress toward accomplishment of stated learning outcomes and provides feedback to the attendee. Contact time cannot be awarded for unplanned, unsupervised, or non-sponsored activities

This applies to face-to-face as well as distance and hybrid training delivery, including online self-paced training. For online self-paced training, contact time can be determined based on a pilot study to find the average length of attendee engagement (See “Pilot Study” below).

**Consultation:** A collaborative, problem-solving process between an external consultant with specific expertise and an individual or group from one organization. Consultation facilitates the resolution of an issue-specific concern or address a specific topic. Consultation may be used to facilitate the implementation of a learning experience but consultation alone is not considered training.

**Continuing Education Units (CEU):** CEUs are different from clock hours in that they must be issued by an authorized organization, most often a higher education institution. Typically, one CEU equals ten hours of training.

**Correspondence Course:** A training class in which students receive lessons and assignments in the mail or by e-mail and then return completed assignments in order to receive a grade.

**Distance Delivery:** A method of delivering training and instruction to students who are not physically present in a traditional setting such as a classroom. Typically, a system of remote access is used, such as interactive TV, polycom, etc.

**Documentation:** Sometimes referred to as “Evidence.” Documentation includes but is not limited to official transcripts sent directly to the Registry from the issuing entity, electronic database records, verifiable certificates and credentials, and hard copies of attendance sheets or certificates issued after successful completion of an approved training event.

**Face-to-Face Training:** Sometimes referred to as “traditional” or classroom training, these training events are held in-person at specific dates and times. Instructors and attendees are in the same location for the entire planned instructional time.

**Feedback:** Information provided to in-person or electronically to an individual during and/or after a training event, and may include written and oral communication.

**Hybrid / Blended Training:** A training delivery model that combines traditional face-to-face class time with online and out-of-class independent course work. To be designated as hybrid training, at least 50% of the planned instructional time must be traditional training such as face-to-face sessions, labs, in-person observation or testing, and so on. The remaining instructional time occurs when trainers and attendees are not in the same place as either online or out-of-class structured learning activities.

**Instructional Plan:** A strategy for effective instruction that includes an organized plan by the trainer designed to help attendees achieve the stated learning outcomes.

**Learning:** The process by which a person increases their knowledge, skills, and abilities through exposure to concepts and ideas, feedback, exploration, practice, and exercise.

**Learning Event:** Experiences and activities designed to enhance attendee’s understanding of the content and their ability to perform skills that demonstrate achievement of the stated learning outcomes. (See “Training” below)

**Learning Outcome:** A statement connected to a learning event that indicates what attendees are expected to know or be able to do at the end of the learning event, and specifically because of attending the learning event.

**Mastery:** Demonstrated proficiency, knowledge, or ability of the stated learning outcome(s).

**Mentoring:** A relationship-based process between colleagues in similar professional roles with a more-experienced individual providing guidance and example to the less-experienced protégé or mentee. Mentoring is not considered to be training.

**Needs Analysis:** A method to determine the requirements, needs, or expectations of an attendee prior to a learning event as well as to determine whether certain content is applicable to the target audience, age group, and program setting. A needs analysis may include focus groups, questionnaires, surveys, comments and suggestions from the field, records, reports, tests, self-assessments, and industry requirements.

**Online Training:** A mode of training delivery in which more than 80% of the planned instructional time is delivered by electronic means, such as via computer or mobile device. Online training can be self-paced and on demand (asynchronous), or it may be led by an instructor and conducted in real time (synchronous).

**Pilot Study:** Used to determine the logistics of an event to ensure that the event can be delivered as planned. After an event is planned but before it is delivered to the public, the training organization and/or trainer presents the event to a sample group representing the target audience and uses the data gathered to determine the content, contact time, average completion time, efficacy of the content and learning methods, and/or technology needs.

**Policy:** Written statement of defined expectations that guide, influence, and determine decisions, actions, and roles/responsibilities. Policies clarify who does what, and defines satisfactory completion.

**Procedure:** Describes the way a certain action is expected to be carried out.

**Process:** Series of written, step-by-step actions one takes to accomplish a procedure.

**Professional Development:** The skills, knowledge, and abilities required to develop and further one's professionalism, career advancement, or personal growth, as well as the process of professional growth.

**Professional Development Advising:** A one-to-one process through which an advisor offers information, guidance, and advice to an individual about professional growth, career options, and pathways to obtain or meet required qualifications. PD advising is not considered training.

**Self-Paced Training:** A type of training typically delivered online in which the attendee independently moves at his/her own speed through the training content. The training content is delivered in a way that does not require immediate response from a trainer, and may not include any interaction with the trainer or other attendees at all.

**Technical Assistance:** Targeted and customized support by a professional(s) with subject matter knowledge and skills to develop or strengthen the application and implementation of services by recipients. Technical assistance alone is not considered training.

**Training:** A learning experience specific to a content area and related set of skills and dispositions, delivered by a professional(s) with verified content area qualifications and adult learning knowledge and skills, and designed to build or enhance the knowledge and competencies of early childhood practitioners. Training can focus on information dissemination; comprehension of content; application of knowledge and skills, and related attitudes and dispositions; analysis or synthesis of content; or a combination of these. Training is planned and conducted based on defined learning outcomes for training sessions, and includes an evaluative assessment that gauges the effectiveness of the training session to increase participant's knowledge or capabilities.

- **Training is not:** Technical assistance, mentoring, coaching, peer-to-peer sharing, or consultation. Webinars and other unsupervised activities such as watching a video or reading an article are also not training unless the activity is part of a structured instructional plan. These additional support services may be included as part of a comprehensive training program. Examples of events that should not be submitted for approval include round-robin discussions, idea sharing, make-and-take, and so on.

NOTE: Growing Futures defines training using the terms and definitions found in the *“Early Childhood Education Professional Development Training and Technical Assistance Glossary,”* a joint project of the National Association for the Education of Young Children (NAEYC) and National Association of Child Care Resource and Referral Agencies (now Child Care Aware ®).

**Training Organization:** An entity with expertise to deliver specific training content applicable to the early childhood workforce.

**Trainer:** Professional with verified education, certification, and experience in specific content knowledge applicable to the early childhood or school-aged workforce, and with adult learning knowledge, skills, and experience.

**Verification:** Refers to documentation that can be checked for accuracy with a credible authority such as the Registrar of the college or university that issued college credits or degrees, the credentialing agency that issued a CDA or Center Director Credential, the certifying agency that delivered a curriculum TOT, and so on. The Registry also verifies attendance using original attendance sheets submitted by training sponsors.

**Webinar:** A presentation delivered via the Internet using web conferencing software. Webinars are typically one-way presentations that do not include a mechanism to verify attendance at the entire event or for assessing participant learning outcomes. Webinars alone are not considered training.

## APPENDIX 2: Table of Training Levels

Level	Hours and Registry Tracking	Credit Available	Depth of Content / Instructional Design	Assessment	Instructor Qualifications	Training Designation	Utility
<b>Registered</b>	<p>Minimum 1 hours</p> <p>Registry tracks event topic, date / time, clock hours, instructor, and attendance (ID Code # issued)</p>	<p>Clock hours only</p> <p>Credit applied when attendance sheet is reconciled –OR– automatically on completion of online Learning Review</p>	<p>Unknown</p> <p>Must be directly applicable to the care and education of children in group child care settings.</p> <p>Must support the ND Core Competencies.</p>	Optional	<p>Ability to verify qualifications in content area</p> <p>Trainer information is submitted each time training is entered in the system. Trainer may be approved or not.</p> <p>If delivered in distance format, may be self-paced, self-study with no instructor interaction.</p>	<p>Listed as “Registered” on Online Calendar and Professional Development Records</p> <p>Certificates designate “Not for Career Pathways placement.”</p>	License renewal only
<b>Career Pathways 1</b>	<p>Minimum 2 hours</p> <p>May include multiple sessions</p> <p>Registry tracks event topic, date / time, clock hours, instructor, and attendance (ID Code # issued)</p>	<ul style="list-style-type: none"> <li>• Clock hours</li> <li>• CEUs possible</li> </ul> <p>Credit applied when course requirements are completed.</p>	<p>Focus on content knowledge and application</p> <p>Must include one or more measurable Learning Outcome related to the ND Core Competencies</p> <ul style="list-style-type: none"> <li>• For <i>each</i> outcome, the presentation methods and activities that will be used are listed</li> <li>• Methods and activities support the outcome(s)</li> <li>• Methods and activities are appropriate for adult learners</li> </ul> <p>Align with Bright &amp; Early and CDA standards</p>	<p>Assessment/Evaluation measuring proficiency related to stated learning outcome(s)</p> <p>(See “Applying Bloom’s Taxonomy to Growing Futures Training Approval Levels”)</p>	<p>Requires <b>access</b> to an approved Career Pathways 1 or higher trainer</p> <p><b>-OR-</b></p> <p>Approved Content Specialist trainer</p>	<p>Listed as “Career Pathways” on Online Calendar and Professional Development Records.</p> <p>Organized by Core Competency and CDA Area</p>	<p>Applicable to Career Pathways placement and CDA</p> <p>May also be used to meet license renewal requirements</p>

<b>Career Pathways 2</b>	<p>Minimum of 5 hours</p> <p>May include multiple sessions</p>	<ul style="list-style-type: none"> <li>• Clock hours</li> <li>• CEUs</li> <li>• May include options for college credit</li> </ul>	<p>Focus on deepening knowledge, reflective practice, and demonstrated competence</p> <p>Must include 3 or more measurable Learning Outcomes related to the ND Core Competencies</p> <ul style="list-style-type: none"> <li>• For <i>each</i> outcome, the presentation methods and activities that will be used are listed</li> <li>• Methods and activities support the outcome</li> <li>• Methods and activities are appropriate for adult learners</li> </ul> <p>Instructor facilitated</p> <p>May include message boards, chat sessions, individual and group assignments, assessment of practice using Bright &amp; Early and industry standards (ERS, CLASS, PAS, BAS, etc.)</p> <p>May include completion of specific components of the CDA 2.0 Resource File</p>	<p>Assessment/Evaluation measuring proficiency related to stated learning outcomes</p> <p>(See “Applying Bloom’s Taxonomy to Growing Futures Training Approval Levels”)</p>	<p>Requires <b>interaction</b> with an approved Career Pathways 2 trainer</p> <p><b>-OR-</b></p> <p>Approved Content Specialist trainer</p> <p><b>-OR-</b></p> <p>College faculty</p>		
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## APPENDIX 3: Table of Trainer Types

Trainer Type	Education Requirement	Direct Service Experience with Children and Families	Experience with Adult Learners	Commitment to Standards	Ongoing Continuing Education	Evaluation Criteria	Renewal	Training Level
<b>Registered</b>	Submits basic information on Registry training application form. Trainer information <u>submitted every time</u> .  Verifiable education or preparation in content area	None required	None required	Checks agreement to Trainer Statement of Ethical Standards each time training is submitted	None required	None required  Registry does not list on Trainer Directory	None required  No ID code issued	Registered – not for Career Pathways placement only
<b>Career Pathways 1</b>	Must be member of the Registry, placed at Category G or above (2-year ECE degree)  Current resume or CV on file 2 professional references on file	2 years working directly with children	7 – 15 hours of experience facilitating adult learning –OR– course work on adult learners	Signature on Trainer Statement of Ethical Standards on file  Completion of training related to ND ECE system:	Completion of designated training related to the ND early childhood system  Verification of 15 clock hours or 1 semester credit of continuing education related to field in previous three years	Self-assessment completed annually  Participant evaluations (80% positive response over all)  May be listed on Trainer Directory	Renewed annually  Verification of at least 10 hours of training delivered in renewal period	Registered Career Pathways 1
<b>Career Pathways 2</b>	Must be member of the Registry, placed at Category H or above (4-year or higher ECE degree)  Current resume or CV on file 2 professional references on file	3 years working directly with children None required	16+ hours of experience facilitating adult learning –OR– course work on adult learners	Early Learning Guidelines, Understanding Rules, Core Competencies, DAP				All levels • CDA • CEU • Credit • TOT
<b>Content Specialist</b>	Verifiable education or certification in content area -OR- Completion of an official TOT for designated curriculum  Current resume or CV on file 2 professional references on file	None required	7 – 15 hours of experience facilitating adult learning –OR– course work on adult learners		Completion of designated training related to the ND early childhood system  As required to maintain certification in curriculum		Renewed annually  Verification of at least 10 hours of training delivered in renewal period  Verification of current certification in curriculum	Approved to train only in verified content area

## APPENDIX 4: Applying Bloom's Taxonomy to Training Approval Levels

Bloom's Taxonomy	TRAINING APPROVAL LEVEL	GOAL	METHODS	ACTIVITIES		ASSESSMENT/EVALUATION
<b>LOTS – Lower Order Thinking Skills</b>  <ul style="list-style-type: none"> <li>• Know</li> <li>• Comprehension</li> </ul>	<b>Level 1</b>  “I know it...”	<ul style="list-style-type: none"> <li>• Remember previously learned material</li> <li>• Recalls or recognizes information</li> <li>• Knows “what”</li> <li>• <b>Affective domain: “Acceptance”</b></li> </ul>	<ul style="list-style-type: none"> <li>• Video</li> <li>• Recordings</li> <li>• Text Readings</li> <li>• Lecture</li> <li>• PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>• List</li> <li>• Name</li> <li>• Define</li> <li>• Describe</li> <li>• Identify</li> </ul>	<ul style="list-style-type: none"> <li>• Recite / Repeat</li> <li>• Recognize</li> <li>• Locate</li> <li>• Collect</li> <li>• Label</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice quiz</li> <li>• Fill in the blank</li> </ul> Participant is expected to retrieve information from memory but is not expected to change it in any way.
	<b>Level 2</b>  “I can do it...”	<ul style="list-style-type: none"> <li>• Understands the meaning of the material</li> <li>• Able to use the information in a new but similar situation</li> <li>• Knows “how” and “when”</li> <li>• <b>Affective Domain: “Adoption”</b></li> </ul>	All of above PLUS: <ul style="list-style-type: none"> <li>• Case Stories</li> <li>• Scenarios</li> <li>• Problem Solving</li> <li>• Diagrams</li> <li>• Models</li> <li>• Outlines</li> <li>• Comparisons</li> <li>• Cause / Effect</li> </ul>	<ul style="list-style-type: none"> <li>• Match</li> <li>• Restate / Rewrite</li> <li>• Paraphrase</li> <li>• Summarize</li> <li>• Give examples</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss</li> <li>• Interrelate</li> <li>• Illustrate</li> <li>• Interpret</li> <li>• Extend</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study: Will this work? Which aspects apply to this situation? When would this apply?</li> <li>• Brainstorm reasons for the problem; generate solutions</li> <li>• Model / Illustration / Chart</li> <li>• Demonstration</li> <li>• Develop Response to Routine Issue</li> </ul>
	<b>Level 3</b>  “I can evaluate and/or create it...”	<ul style="list-style-type: none"> <li>• Able to critically analyze and evaluate information, and make judgments</li> <li>• Uses knowledge to create new materials or processes</li> <li>• Uses concepts to solve non-routine issues</li> <li>• Understands relationships between factors</li> <li>• Knows “why”</li> <li>• <b>Affective Domain: “Expansion”</b></li> </ul>	All of above PLUS: <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Research</li> <li>• Argument / Defense / Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Design</li> <li>• Build</li> <li>• Plan</li> <li>• Devise / Invent</li> <li>• Judge</li> <li>• Defend</li> <li>• If / Then</li> </ul>	<ul style="list-style-type: none"> <li>• Critique / Criticize</li> <li>• Compare/Contrast</li> <li>• Organize</li> <li>• Revise / Rewrite</li> <li>• Hypothesize</li> <li>• Measure / Test</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the Purpose of Tools / Standards / Processes</li> <li>• Debate / Defend Contrasting Positions and/or Responses</li> <li>• Analyze and Synthesize Data from Multiple Sources</li> <li>• Develop Research Questions</li> <li>• Conduct Research</li> <li>• Define and Illustrate Common Themes Across Domains / Processes / Standards</li> </ul>
<ul style="list-style-type: none"> <li>• Apply</li> <li>• Analyze</li> </ul>				<b>Terms:</b> Define, describe, identify, match, recall, recognize, reproduce, select, state, memorize, repeat	<b>Terms:</b> Restate, report, express, describe, locate, explain, discuss, review, translate, interpret, apply, show, use, illustrate, demonstrate, relate, calculate, classify, prioritize	
<ul style="list-style-type: none"> <li>• Synthesize</li> <li>• Evaluate</li> </ul>				<b>Terms:</b> Assess, compare, discriminate, rank, convince, persuade, grade, reframe, justify, support, intervene, reinforce, anticipate, integrate, invent, modify, facilitate		
<b>HOTS – Higher Order Thinking Skills</b>						

# North Dakota Growing Futures

## Training Approval Application Scoring Rubric

<b>Training Title:</b>		<b>Sponsor:</b>	
<b>Contact Person:</b>		<b>Contact Email:</b>	
<b>Type of Training:</b> ___ <b>Traditional (Face-2-Face)</b> ___ <b>Online</b> ___ <b>Correspondence</b> ___ <b>Hybrid</b> ___ <b>Other (describe below)</b>			
<b>Clock Hours:</b>	<b>Training Designation:</b> ___ <b>Registered</b> ___ <b>Career Pathways 1</b> ___ <b>Career Pathways 2</b>		
<b>Trainer:</b>		<b>Trainer ID#:</b>	<b>Trainer Level:</b>
<b>Material submitted for review:</b> ___ <b>Course Outline or Syllabus</b> ___ <b>Course PowerPoint or Slides</b> ___ <b>Course Readings / Handouts</b> ___ <b>Course Assignments</b> ___ <b>Full Course</b>			
<b>Date Submitted:</b>		<b>Date Reviewed:</b>	
<b>Review Score*:</b> _____ / 75 or _____ / 105 (online)  <i>*Write the total score from the bottom of the review table</i>		<b>For Office Use Only</b>  <b>Approved for Delivery:</b> _____ YES* _____ NO <b>Approval Date:</b> <i>*Approval requires a score equal to 90% or higher of total points possible</i>	

Directions: Using the key below, review the application and check the appropriate box based on your evaluation. Then total each column at the bottom of the table.

- **Complete:** All requirements are fully met
- **Adequate:** Mostly met; a few errors in spelling/grammar or question partially answered. Reviewer must enter comments to explain scoring.
- **Incomplete:** Mostly unmet, many errors or question not answered. Reviewer must enter comments to explain scoring.

Category	Complete 5 points	Adequate 3 points	Incomplete 1 point	Comments
<b>1. Completeness of Application:</b> <ul style="list-style-type: none"> <li>• All questions on the application answered,</li> <li>• Application grid and training design template completed and included</li> </ul>				

<ul style="list-style-type: none"> <li>• Proper grammar and spelling is evident</li> <li>• Trainer or Sponsor Agreement is signed</li> </ul>				
<b>2. Identifying Information</b> <ul style="list-style-type: none"> <li>• All identifying information entered</li> <li>• Title and training type identified</li> </ul>				
<b>3. Trainer Information</b> <ul style="list-style-type: none"> <li>• Career Pathways trainer, ID# included</li> <li>• Trainer is approved for content area, level, target audience</li> </ul> <b>NOTE:</b> CA1 and 2 requires oversight and/or access to trainer only				
<b>4. Alignment with competencies:</b> <ul style="list-style-type: none"> <li>• Content is compatible with the Competency area(s), focus, level and information identified.</li> <li>• Applicable level and indicator text included</li> <li>• CDA Competency is identified (for training designed for 0-5)</li> </ul>				
<b>5. Training Focus</b> <ul style="list-style-type: none"> <li>• Content is designed primarily for target audience</li> <li>• Content is directly applicable to target audience(s) work with children and families in group care settings</li> </ul>				
<b>6. Training Content appears compatible with level and length of training</b>				
<b>7. Training Description:</b> <ul style="list-style-type: none"> <li>• Clearly and concisely written</li> </ul>				
<b>8. Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Objective(s) are clear, measurable reasonable for audience</li> </ul> <b>NOTE:</b> CP1 requires at least 1 objective; CP2 requires at least 3				
<b>9. Benefits to Participants:</b> <ul style="list-style-type: none"> <li>• Explains need for training and benefits to participants</li> </ul>				
<b>10. Training Content:</b> <ul style="list-style-type: none"> <li>• Topical outline or brief summary provided</li> </ul>				
<b>11. Instructional Plan:</b> <ul style="list-style-type: none"> <li>• For <i>each</i> objective, the presentation methods and activities that will be used are listed</li> <li>• Methods and activities support the objective</li> <li>• Methods and activities are appropriate for adult learners</li> <li>• For <i>each</i> objective, a formative assessment to determine participant learning is included</li> </ul>				
<b>12. Materials and Handouts:</b> <ul style="list-style-type: none"> <li>• Appropriate for target audience</li> <li>• Professional in appearance</li> <li>• Support training content.</li> </ul>				

<b>13. Use of industry standards as applied to Bright&amp;Early</b> <ul style="list-style-type: none"> <li>• Incorporates ERS, CLASS, BAS, PAS, or other research based standard as defined by Bright &amp; Early steps</li> <li>• Develops understanding of the standard</li> <li>• Provides opportunity to apply/demonstrate standard</li> </ul>				
<b>14. Resources and References:</b> <ul style="list-style-type: none"> <li>• Reputable, research based sources cited</li> <li>• Recent (80% within 5 yrs)</li> </ul>				
<b>15. Summative Evaluation/Assessment:</b> <ul style="list-style-type: none"> <li>• Evaluation plan measures knowledge gained with respect to learning objectives and/or changes in behavior/attitudes.</li> <li>• Mechanism for facilitator feedback evident</li> <li>• Mechanism for participation feedback evident</li> </ul>				
<b>SUB-TOTALS</b>				<b>GRAND TOTAL</b>

### Additional Scoring Areas for Online Courses

Category	Mastery 5 points	Satisfactory 3 points	Incomplete 1 point	Comments
<b>16. Trainer / Facilitator</b> <ul style="list-style-type: none"> <li>• Approved for online training</li> </ul>				
<b>17. Navigation:</b> <ul style="list-style-type: none"> <li>• Navigation and organization is simple to understand</li> </ul>				
<b>18. Course Design</b> <ul style="list-style-type: none"> <li>• Content organized into modules or chunked into sections</li> <li>• No broken links, typos, errors in grammar/spelling</li> </ul>				
<b>19. Activities:</b> <ul style="list-style-type: none"> <li>• Support objectives</li> <li>• Appropriate for online environment</li> <li>• Varied and appropriate for adult learners</li> </ul>				
<b>20. Communication Tools:</b> <ul style="list-style-type: none"> <li>• Method for communicating with instructor is available (time when available and how to contact, email in course, external email and phone)</li> </ul>				
<b>21. Online Best Practices:</b> <ul style="list-style-type: none"> <li>• Regular interaction between facilitator and participants</li> <li>• Facilitator acknowledges all participants through welcome introduction to course</li> </ul>				
<b>TOTALS</b>				<b>GRAND TOTAL</b>

**North Dakota Early Childhood Workforce Registry**

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