

August 2021

How to Submit a Course for Review

Creating a course for review is the first step to complete to have your training approved and listed on the Growing Futures online Training Calendar.



NOTE: Training must be submitted for approval by a registered Organization that is designated as a training sponsor. Any organization that meets the terms and agreements can become a training sponsor. Independent trainers who wish to deliver approved training must create a business Organization account and request to be a training sponsor before submitting training for approval. **Go to www.ndgrowingfutures.org to create an individual trainer account or organization account.**

Course Levels

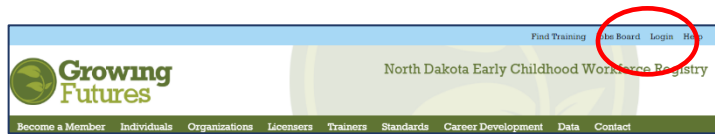
The first step in submitting a course for approval is determining the level of the course. There are three levels, however, the Growing Futures Registry pre-approves Levels 1 and 2 courses only.

Level 1 Basic Licensing	<p>Basic information on a topic specific to caring for young children in licensed and regulated early childhood settings. Level 1 courses are approved for one-time delivery. Previously called “Registered.”</p> <ul style="list-style-type: none"> • Clock hours are awarded for <i>attendance</i>. • Level 1 courses must be at least one (1) hour in length, must align with one (1) primary Core Competency, and must directly support ND DHS childcare licensing requirements. • Level 1 courses apply only toward clock hours for childcare licensing and entry level participation in the quality system at Career Pathways Category A and Bright & Early ND Step 1. • Trainers who deliver Level 1 courses are not required to be pre-approved or to have an account with the Growing Futures Registry.
Level 2 Professional Training	<p>Professional training is competency based, focused on performance toward benchmarks and standards of quality Early Childhood practice. Level 2 courses can be renewed. Previously called “Career Pathways.”</p> <ul style="list-style-type: none"> • Clock hours are awarded for <i>attainment and application</i> of skills to meet defined competencies. Therefore, Level 2 courses require competency-based assessment before clock hours are awarded. Assessment may include observation with scoring tool, demonstrations, case studies, projects, presentations, video/audio tapes, exams. • Level 2 courses must be at least 2 hours in length, align with one (1) or more Core Competency Areas, and support quality standards as defined by Bright&Early ND and by the National Association for the Education of Young Children (NAEYC) “Power to the Profession” guidelines. • In addition to meeting childcare licensing, Level 2 courses advance learners on the Career Pathways and toward participate in Bright & Early at Step 2 or above. • Trainers who deliver Level 2 courses must be approved (status must be “current”) as an Early Childhood Instructor or Content Specialist with the Growing Futures Registry.
Level 3 For-Credit	<p>Level 3 courses are formal credits from an accredited higher education institution.</p> <ul style="list-style-type: none"> • Level 3 courses are approved after the fact for individual learners via official transcript sent directly to the Registry from the issuing institution. • Level 3 courses may apply toward an Early Childhood or related degree or teaching license, advancement on the Career Pathways, and participation in Bright & Early, as well as childcare licensing requirements if the course(s) was completed in the individual’s current licensing year. • Instructors are employees of the higher education institution where they teach and may or may not be Growing Futures approved trainers.

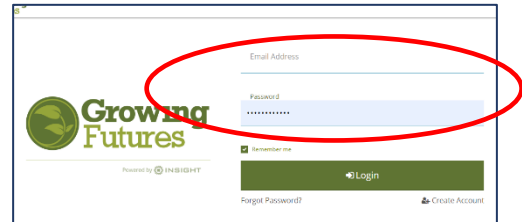
Submit a New Course – Levels 1 and 2

Follow these steps to submit a course for review:

Go to www.ndgrowingfutures.org and click on “Login” in the search bar at the top of the page

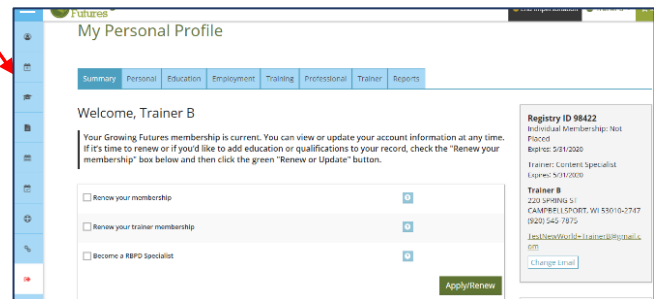
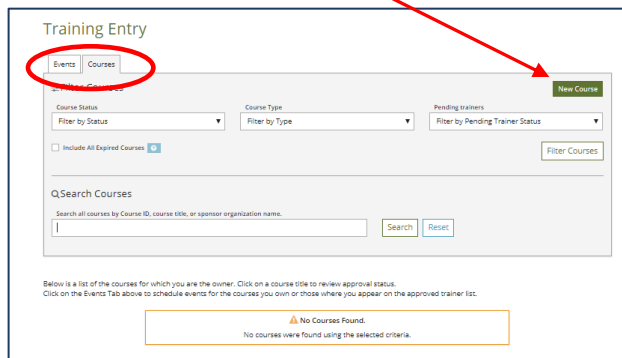


Login to your individual account (approved trainer) or to access an organization account. **NOTE: You must be the manager of the organization account that will sponsor the course, and have linked your account to the organization.**



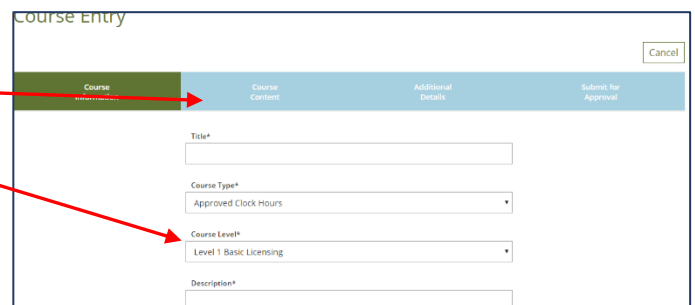
In the left side blue boxes, click on “Training Entry”

On the Training Entry screen, select “Courses.” Then, click “New Course.”

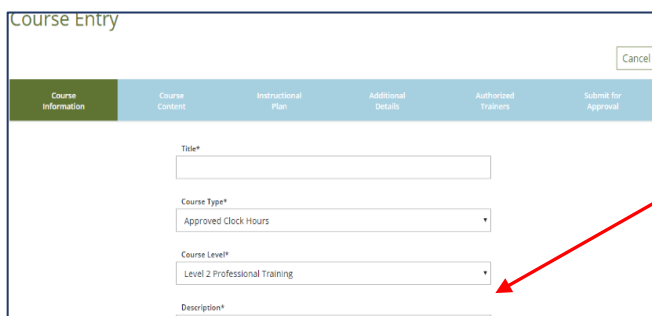


NOTE: You can also search for a previous course by name or course number (Level 2 courses only). The course number is not the same as the Event ID.

The course entry form will open. Notice that the form contains only four tabs across the top and that the “course level” field defaults to Level 1 Basic Training.



The Level 1 approval request form is shortened to include only basic information. **If you are submitting a Level 1 course, do not change the course level.**



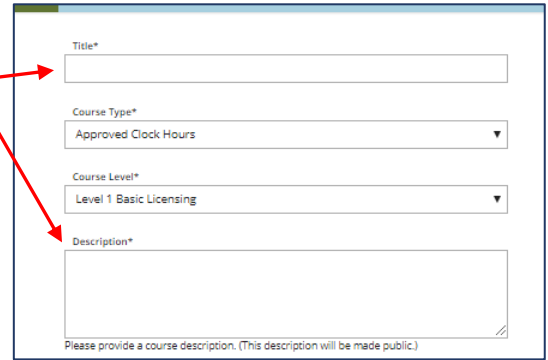
If you are submitting a Level 2 course, click the drop-down arrow in the “course level” field and select “Level 2 Professional Training.” You will see a pop-up warning that changing the course level will change the workflow. Click “Continue.”

The Level 2 approval request form will appear, with additional tabs across the top

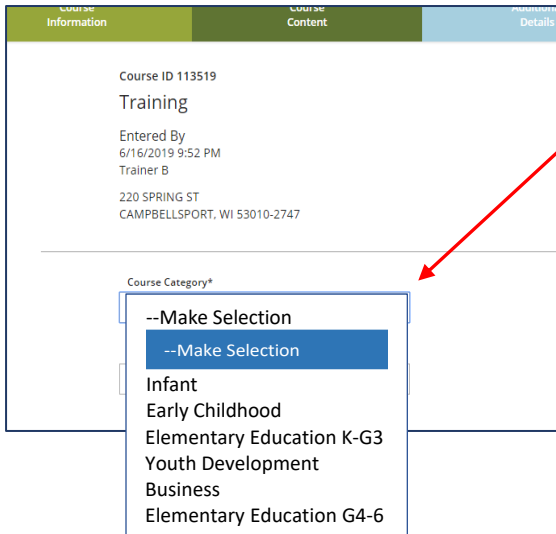
TIP: If your approval request is incomplete, it will be returned to you for revisions. This will delay the approval process. Gather all the information you’ll need to complete the form before you start. You can cut and paste from a WORD document if you want to pre-write the information. **COURSES MUST BE SUBMITTED FOR APPROVAL AT LEAST SIX (6) WEEKS PRIOR TO THE DELIVERY DATE.**

TITLE AND DESCRIPTION

For both Level 1 and Level 2 courses, you will need to provide a **course title and description**. This information will appear on the online Statewide Training Calendar *exactly* as you type it. Because this is your public “sales pitch” to entice people to register for your course, you want your information to look professional and represent your organization well. It is your responsibility to check your information for spelling and grammatical errors or other typos. **NOTE: Registry staff does not edit your entry for typos or fix unprofessional entries**



The screenshot shows a form with the following fields: Title* (text input), Course Type* (dropdown menu with 'Approved Clock Hours' selected), Course Level* (dropdown menu with 'Level 1 Basic Licensing' selected), and Description* (text area). A note at the bottom of the description field reads: 'Please provide a course description. (This description will be made public.)'



The screenshot shows the 'Course Information' tab of a course entry. The course ID is 113519, titled 'Training', entered by 'Trainer B' on 6/16/2019 at 9:52 PM. The address is 220 SPRING ST, CAMPBELLSPORT, WI 53010-2747. A dropdown menu for 'Course Category*' is open, showing options: --Make Selection, --Make Selection (highlighted), Infant, Early Childhood, Elementary Education K-G3, Youth Development, Business, and Elementary Education G4-6.

COURSE CATEGORY

For both Level 1 and Level 2 courses, you will need to select a Course Category. This is one of the most important aspects of your course approval request because for your learners, what you enter makes all the difference in how they will be able to use the course toward their own professional development. This is especially true for learners who are completing training for the national CDA Credentialing process. The Course Category determines whether the course will appear on the learner’s CDA reports, which are used to verify that the person has completed training to meet the national CDA requirements.

Select the Course Category that best matches the content you will cover in the course. When in doubt, select “Early Childhood.”

Infants: Children 0-35 months of age (includes toddlers)

Early Childhood: Children ages 36 months through 5 years of age

Elementary Education K-G3: Children ages 6-8 years of age

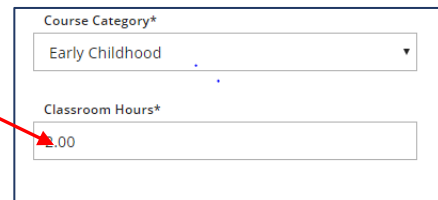
Youth Development: Not tracked by Growing Futures. Do not select.

Business: Business aspects of operating an early care or education program.

Elementary Education G4-6: Children ages 9-12 years of age.

CLASSROOM HOURS

Enter the clock hours for your course. Approval is for instructional time only. Time spent in self-study, doing assignments, and so on cannot be approved.



The screenshot shows the 'Course Category*' dropdown menu set to 'Early Childhood' and the 'Classroom Hours*' text input field containing '0.00'.

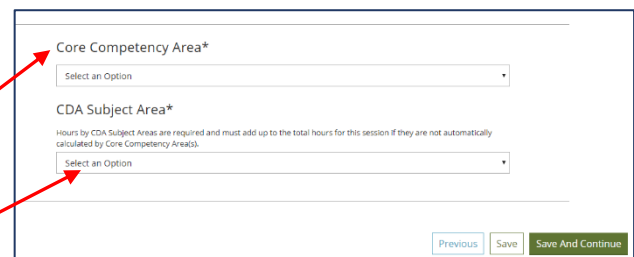
CORE COMPETENCY AREA

Another very important selection is the Core Competency Area. In North Dakota, the *Core Competencies for Early Childhood Education and Care Practitioners* identify eight (8) Core Competency Areas. All approved training must support at least one Core Competency Area. Please visit the ND DHS website to understand the competencies and how to select the appropriate competencies for your course:

<https://www.nd.gov/dhs/info/pubs/docs/cfs/nd-core-competencies-early-educ-care-practitioners-rev3-17-10.pdf>

Again, learners are trusting you to correctly assign Core Competencies to your course because it impacts how they can use the course for their own professional development.

For Level 1 courses, only one Core Competency Area can be selected. The corresponding CDA Subject Area will automatically fill. This is to ensure that the clock hours appear correctly on Learning Records for those attendees working toward the education requirements of the national CDA Credentialing process.



The screenshot shows the 'Core Competency Area*' dropdown menu with 'Select an Option' and the 'CDA Subject Area*' dropdown menu with 'Select an Option'. A note below the CDA Subject Area dropdown reads: 'Hours by CDA Subject Areas are required and must add up to the total hours for this session if they are not automatically calculated by Core Competency Areas.' At the bottom right are buttons for 'Previous', 'Save', and 'Save And Continue'.

For a Level 2 course, you can divide the course clock hours over several Core Competency Areas. A minimum of 30-minutes must be assigned to each Core Competency Area you select. The total number of minutes you assign to the selected Core Competency Areas must add up to the total clock hours you requested for the course.

The corresponding CDA Subject Areas will automatically fill.

TARGET AUDIENCE AND AGES ADDRESSED

The next step for a Level 1 course is to identify your target audience and the age groups that will be addressed in the course. For Level 2, you will fill in this information later in the application form.

Check all applicable audiences.

Check the age groups that correspond to the Course Category you selected previously. For example, if you selected “Infant” as your Course Category (children ages 0-35 months), then you would check both “infants” and “toddlers” as the age groups addressed.

REVIEW AND SUBMIT

If you are submitting a Level 1 course, you are just about done! The next screen shows the details you’ve entered. Check it over to be sure it’s correct. You can still edit your request at this point.

Read the “Terms and Conditions” and check that you agree to follow the terms.

Finally, click “Submit for Approval” at the bottom of the page. Success! Your Level 1 course has been submitted. The person listed as the contact for the organization account will receive an email once Registry staff have reviewed your submission, with next steps to take to schedule your course.

Level 2 – Additional Submission Requirements

The Level 2 training approval request form includes two additional tabs: Instructional Plan and Authorized Trainers.

On each tab, you must provide complete information and upload required documents. **Incomplete Level 2 approval requests will be returned to you for revision, which will slow down the approval process.**

The following pages walk you through the fields you’ll complete on the Level 2 course approval form. Find more tools and templates to create and submit courses at www.ndgrowingfutures.org.

PREREQUISITES



Entered by:
6/7/2019 11:22 PM
Course ID:
220 SPRING ST
CAMPBELLSPORT, WI 53010-2747

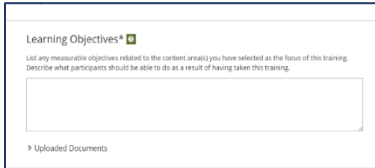
Prerequisites

List any prerequisites or advanced preparations required for participants of this training.

> Uploaded Documents

Most Level 2 courses do not have prerequisites. However, if your course does require that learners have completed another course before they can register for this course, then you must list that information here. If there are no prerequisites, type, "None Required."

LEARNING OBJECTIVES



Learning Objectives*

List any measurable objectives related to the content area(s) you have selected as the focus of this training.
Describe what participants should be able to do as a result of having taken this training.

> Uploaded Documents

Learning objectives are the most important part of your course. They are clear and specific statements that define the **measurable goals learners will achieve at the end of the course.**

Learning objectives are about observable outcomes based on key performance indicators that can be assessed using a scorecard or rubric. **Level 2 course are targeted to produce results** and the ultimate result is a more competent, proficient, and effective early childhood workforce that knows and performs to quality standards. Think of Level 2 courses as performance training – preparing people to perform to the level of competence expected on the job in a quality childcare program. With that in mind, make sure the learning objectives will actually result in increased performance that can be evaluated against defined performance criteria.

Write objectives using the SMART format:

S – Specific: Learning objectives must be specific, meaning the result is defined by “who,” “what,” and “where” e.g. what the learner is required to do (performance), under what conditions it is to be done (conditions) and how well it is to be done (standards). Focus on one specific skill/knowledge area for each objective.

M – Measurable: Learning objectives also need to be measurable. You must be able to quantify and/or qualify the expected output from a learner. Ask yourself, “How will the skill be demonstrated?” and “How will I know if the learner has met the learning objective?”

A – Attainable: Learning objectives must be realistic given the set amount of time and resources. You cannot expect learners to capably demonstrate a complex skill given just an hour of training.

R – Relevant: Learning objectives need to define for learners why they are in the training and what they can get out of it. How will the skills and knowledge they are going to learn help them perform better at work or make their work more effective with children and families?

T – Time-bound: There is a saying that a goal without a deadline is just a dream, and the same also applies to creating learning objectives. For most Level 2 courses, the deadline to meet the objective is the end of the session although depending on the structure of the course, it could be a few days or even longer.


Learning objectives must be replicable, meaning what participants learn and can do at the end of the training is the same despite different teaching methods or styles from one trainer to the other. If your objective is that participants will be able to demonstrate proper handwashing procedures, then that is what participants should be able to do no matter who taught the course.

Begin your objectives with actions verbs, such as: *demonstrate, illustrate, dramatize, interpret, operate, solve, use, contrast, differentiate, criticize, distinguish, examine, experiment, question, argue, defend, judge, select, support, value, and evaluate.*

Learning Objectives Checklist

- _____ Does the objective contain an active verb?
- _____ Can the objective be measured/assessed in a consistent, reliable way?
- _____ Does the objective address essential skills and competencies that are required for the early childhood workforce?
- _____ Does the outcome clearly state what a participant should be able to do at the completion of the course?
- _____ Is the objective consistent with licensing and professional standards?
- _____ Is the objective written in language that the target audience will understand?

DIVERSITY AND INCLUSION


Diversity/Inclusion* 

Briefly explain how cultural diversity and inclusion will be addressed within this training.

> Uploaded Documents

The early childhood workforce is diverse as are the children cared for in licensed childcare programs. Your course must reflect the diversity of the field and prepare learners to provide care to children and their families that is developmentally and culturally appropriate and inclusive.

OUTLINE OF TRAINING CONTENT, TRAINING METHODS, AND TRAINING TIMELINE

Outline of Training Content, Training Methods and Training Timeline* 


Does the content reflect and support the objectives? Briefly describe each section of the training, including the content, the methods to be used, and the estimated time to complete each section.

> Uploaded Documents

The content, methods, and timeline are the roadmap that explains what you will do to achieve the learning objectives. Describe the content you will cover, the methods you will use to cover the content (lecture, video, demonstration, etc.), and the timeline for how the course will flow. ALWAYS make sure you are helping learners understand why the content is important in early childhood, to children's development and well-being, and how it

aligns with quality standards of practice. **TIP:** You can upload a WORD or PDF document of your course outline.

TRAINING ACTIVITIES


Training Activity* 

Do the activities reflect and support the objectives? Give an example of an activity that will be used during the training.

> Uploaded Documents

Training activities should result in learners reaching your objective(s). If you want learners to be able to correctly demonstrate a certain skill, then the activities you have them complete throughout the training should be preparing them to do just that. Give several examples of activities and show how they support the objectives you've identified.

ASSESSMENT OF LEARNING OBJECTIVES

Assessment of Learning Objectives* 

How will you evaluate what participants have gained from your session? Please provide an example that relates to your learning objectives.

> Uploaded Documents


Your assessment method(s) is the second most important part of the course. Assessment tells you if your attendees learned and can apply the content you presented. Think about what will tell you – and them – that they are able to consistently apply the knowledge and skill they gained by attending the course to the standards of performance required in the workplace. Then

think about how you will measure their performance. For Level 2 courses, you must upload your course assessment as well as the rubric you will use to score/evaluate the assessment. Your rubric must be objective and replicable so that every learner is assessed using the same criteria.

Research shows that the most valuable assessments are those in which the learners *create* responses rather than *choose* answers. While your assessment may include the traditional pre/post-tests, quizzes and so on where the learner chooses an answer, your course will be a more effective learning experience when your assessment includes short-answer questions, essays, performance evaluations, demonstrations, portfolios, video and audio tapes and other methods in which the learner constructs responses to a set of specific criteria. This gives the trainer/teacher a better opportunity to see what attendees are learning as well as to give specific, constructive feedback to help promote deeper learning. Obviously, this means that the trainer/facilitator has to engage with learners, provide valuable feedback, and spend time reviewing learner's work. Level 2 courses take more time for the trainer and the learner.

Rubric: In addition to uploading the course assessment, you must upload the rubric that will be used to score/evaluate learner's performance. Rubrics also show learners the expected standard and the criteria that will be used to assess their performance, which allows them to better self-evaluate in preparation for assessment. Your rubric must be clear, consistent, replicable (applied the same to every learner, every time), and reliable (actually measures progress toward the objective(s) in meaningful, progressive ways).

TRAINING MATERIALS LIST

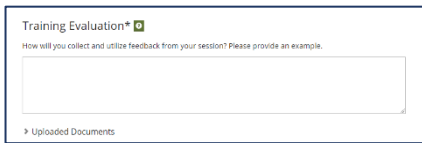
Training Materials List* 

Provide a list of materials (flip chart, video, books, etc.) needed for the training.

> Uploaded Documents

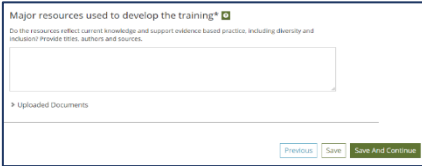
You do not need to complete this section. The Registry has no role in setting up the training location or providing the supplies your trainer will need. Simply type "Not Applicable."

TRAINING EVALUATION



Training evaluation is not required for Level 2 courses. Evaluations can be a useful tool to give you feedback on learner's perceptions of your course and trainer, but this is entirely up to you. You do not need to provide a copy. If you chose not to attach an evaluation, type "Not Applicable."

MAJOR RESOURCES USED TO DEVELOP TRAINING



List all resources used to develop the course content, activities, and assessment. Resources must be researched-based, from credible institutions and organizations, support and align with accepted industry best practices and quality standards and have been published within the past ten (10) years.

AUTHORIZED TRAINERS



The second tab that must be completed for a Level 2 course is Authorized Trainer.

Level 2 training requires a pre-approved trainer who has a current Trainer account with the Growing Futures Registry.

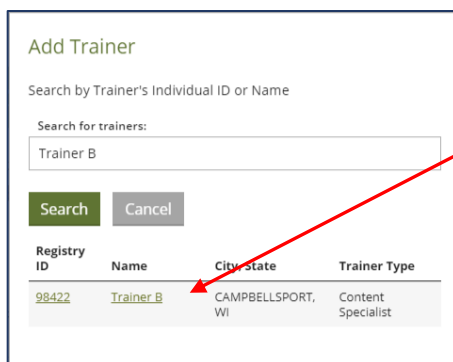
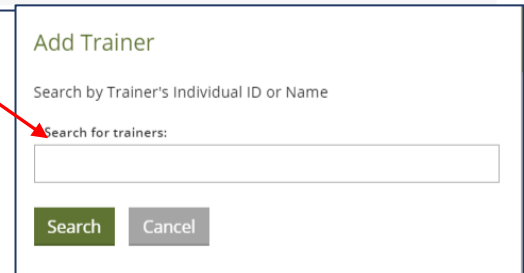
On the Authorized Trainers page, click "Yes."

If a trainer is already approved to teach this course, their name will appear.

To add a new trainer, click "Add Trainer" in the upper right corner. The Add Trainer box will appear. Enter the name or Registry ID# of the trainer you want to use. Remember, the trainer must be currently approved by the Registry as either an Early Childhood Instructor or Content Specialist to pop up when you enter their information.



ID	Name	City	Status / Date
98422	B.Trainer	CAMPBELLSPORT, WI	Owner 6/17/2019



Registry ID	Name	City/State	Trainer Type
98422	Trainer B	CAMPBELLSPORT, WI	Content Specialist

If the person you identify is currently approved to train, their name will appear for you to review. Check to make sure this is the person you intended to select.

The Registry will review the course and the trainer's qualifications to teach the course. If the course is approved with the approved trainer(s), events can be scheduled at any time and will not need to go through the events approval process. If not, the course will be sent back to you for revisions.

Remember to "Save and Continue" on the bottom of every page.

SUBMIT FOR APPROVAL

At this point, you are just about done with your Level 2 course approval request. On the final tab, you'll see all the details you've entered about the course. Check it over to be sure it's correct. You can still edit your request at this point.

Terms and Conditions

1. Acceptance of Terms

The Growing Futures Registry provides this Course Approval Process to you subject to the following Terms of Service (TOS). In order to use this online service, you must agree to the TOS. We may disclose to Growing Futures Registry, and all subsidiaries, affiliates, officers, agents, contractors or other partners, and employees, harmless from any claim or demand, including reasonable attorney's fees, made by any third party due to or arising out of information you submit, post, transmit or make available through the services, your use of our services, your connection to the services, your violation of the TOS, or your violation of any rights of another.

5. Disclaimer of Warranties

You expressly understand and agree that this service is provided "as is" and without any warranty or condition, express or implied, including but not limited to implied warranties of merchantability, fitness for a particular purpose and non-infringement.

I agree to the terms and conditions of this Course Approval

Previous Submit for Approval

Read the "Terms and Conditions" and check that you agree to follow the terms.

Finally, click "Submit for Approval" at the bottom of the page.

SUCCESS!! Your course has been submitted. Registry staff will review your course details and trainer qualifications to deliver the course content. Once the course and trainer have been approved, events may be scheduled for this course at any time within a 12-month period without going through the approval process again.

Once your course has been reviewed and approved, you will receive an email at the email address you provided for this course. Be sure to check your Junk and Spam folders!

Course Details

Course Information Course Content Instructional Plan Additional Details Authorized Trainers Submit for Approval

Course ID: 113531
adonkjd

Entered: 6/17/2019 3:44 PM
Trainer B
Individual ID: 98422
Trainer@GrowingFutures.org
200 SPRING ST
CAMPBELLSPORT WI 53010-2747
Authorized by authorized trainers

Updated: 6/24/2019 11:53 AM
Trainer B
Course Expires: N/A

Description: 06/18/2019

Hours/Credits/CEUs: 2.00 Hours
Applies Toward: General Course

Course Level: Level 2 Professional Training
Core Competency Areas: Assessment And Planning For Individual Needs (2 Hours)

Course Type: Approved Clock Hours
CDA Subject Areas: Supporting children's social and emotional development (2 Hours)

Course Category: Early Childhood
Target Audience: Family/Group