

1. Agency Contact Information, please type.

- Name of the agency that wishes to provide or cosponsor the training
- Name of the contact person for the agency to receive notification of a decision
- Address of the agency
- E-mail Address of the contact person to receive notification of a decision
- Name of the instructor who will conduct the training session
 - Phone number of contact person

2. Training Approval Application Checklist, please type.

Indicate that you have completed the application and included all required attachments. Please do not submit originals; the application and materials will not be returned.

3. Training Information

- **Title** – The title of the training should be brief and should clearly indicate the content of the training.
- **Description** – In 50 words or less, provide the description that will be used to advertise this training.
- **Format/Structure** – Indicate the delivery method of this training (face-to-face, webinar, etc.).
- **Number of Clock Hours** – Indicate the number of clock hours offered for this training. The minimum allowable is one clock hour.
- **CEUs (Continuing Education Units)** – Indicate if CEUs are being provided. If so, indicate the number of hours offered and who is providing the CEU certificates.
- **Training Content Includes** – Indicate which category the training content subject matter pertains to.
- **Target Audience** – Indicate the intended audience for the training and specifically describe that audience.
- **Competency Level** – Indicate the audience experience level for which this training was developed. Also, provide an explanation for the indicated experience level.
- **Author Information** – If the agency has purchased or is utilizing a ‘pre-packaged’ curriculum or any curriculum that he/she has not written for the purposes of this training approval application, the author's information shall be submitted including, but not limited to:
 - the author's name
 - company/agency affiliation
 - background
- **Content Area** – Indicate the applicable CDA content area that the training topic best meets. Only one content area should be selected for each hour of training. You can select a variety of CDA content areas for multiple-hour training. If more than one competency is identified, each competency and the number of hours of content delivery for each goal must be specified in the Instructional Plan and be listed on the certificate awarded at the end of the training. Regional Child Care Resource and Referral (CCR&R) Agencies will issue the certificates for training approved by CCR&R.
 - Refer to the CDA Competency Standards At-A-Glance chart on page 31 of the Training Policies and Procedures Handbook for a list of standards for individual content areas.
- **Early Learning Standards** – Indicate the applicable sub-sets of each standard addressed that the training topic best meets. Evidence of meeting each indicated standard sub-set should be evident in content, materials, examples, and/or activities.

The latest Iowa Early Learning Standards can be found at:

<https://educate.iowa.gov/>

4. Instructional Plan and Content Outline – An instructional plan should include the following:

- **Competency-Based Learning Objectives** – At least three learning objectives should be included. Each learning objective must be written from the perspective of what the participant will be expected to do in the training. The learning objectives should be clearly stated, realistic, and measurable, moving the participants toward the outcome. The instructor should be able to determine that the learning objectives are met while participants are in the training session. The learning objectives should be logical and sequential and drive the training session.
 - Sample learning objectives include:
 - The participant will identify three developmental characteristics of infants
 - The learner will demonstrate appropriate hand-washing techniques.
 - Participants will be able to describe the relationship between environmental variables, children’s challenging behaviors, and social-emotional development.
- **Content Outline** – This should specify the details regarding the information that will be presented. All content that will be presented to participants in the training must be included in the content design.
 - Content, exercises, examples, etc., logically connect to the sections that come before and after and relate to the real world of early care and education
 - Objectives/key concepts are repeated and/or revisited often
 - Content should consider the participant’s previous knowledge with an appropriate level of depth for the audience level
 - Appropriate exercises are utilized, including opener, closing, and activities relevant to the content; instructions are clear with reference to key points and activities to identify/answer questions

*If content will be presented in the form of handouts, PowerPoint presentations, transparencies, etc., a copy must be submitted. If the content includes the use of a video, the content of the video or a copy of the video must be referenced and a copy of the video must be submitted with the application. If the content seems incomplete, the application will be denied. The content must be consistent with developmentally appropriate practice (DAP) as defined by NAEYC, WestEd, and the National Health & Safety Performance Standards. It must also be consistent with Iowa regulatory standards and the Iowa Early Learning Standards. The content must also support each objective, CDA content area and Iowa Early Learning Standards indicated.

- **Time and Sequence** – The sequence of events/activities, as described in the content design, should be consistent with and supportive of the objectives and logical. The instructional plan should indicate time estimates for each instructional activity. Instructors should consider the actual time the activities will take. The outline should have adequate content to support the time requested for approval.
- **Training Methods** – Content with a variety of methods strengthens key concepts. Several (at least two) training methods that reflect a variety of learning styles must be included in the training and reflected in the content outline.
 - Training methods should be sensitive to the needs of adult learners and should be appropriate for the content presented
 - The structure of the course should provide opportunities for support from peers, ongoing interactions, and timely feedback
 - Content with direct, concrete experiences allows participants to apply the learning to their work as early care and education professionals
 - Content with small group activities allows participants to move beyond understanding to application and evaluation

- **Diversity** – Content should address diversity in both internal dimensions (age, gender, physical ability, race, etc.) and external dimensions (geographic location, work experience, etc.). Diversity should be evident in content, materials, examples, and/or activities.
- **Core Values** – Early childhood and education are unique and valuable stages of human life. The content should recognize that children are best understood and supported in the context of family, culture, community, and society. It should also respect each individual's dignity, worth, and uniqueness (child, family, colleague).
- **Assessment of Learning** – Assessment of learning outcomes provides an opportunity for the audience and the instructor to assess progress toward objectives. Assessment of learning outcomes should occur throughout the training. The instructor should indicate the techniques to measure the learning objectives. Activities in training are also ways to assess participants' knowledge and skills in the content (short tests, action plans, observations, discussion, reflections, interviews, follow-up, etc.) Some assessment techniques include rubrics, observations, group discussions, etc.
- **Materials List** – A list of materials (flip chart, projector, video, books, handouts, PowerPoint presentations, etc.) needed in the training should be included as a separate list or in the content design corresponding to each activity. All materials must be indicated.
- **Evaluation of Training** – An evaluation of the training and the instructor should be conducted so participants may evaluate its effectiveness in meeting their needs. The evaluation will also provide the instructor with feedback to adapt or modify the course. Instructors will utilize the CCR&R evaluation form provided.
- **Training Work Cited List** – References used to develop the training should be cited using one of the professional formats. A minimum of three (3) references should be cited and at least two should be less than five (5) years old. The following information should be included: author, date of publication, title of article, book title of journal, publisher (or website address).
 - CCR&R may provide an example outline to the instructor upon request.

5. Submitting the Request – submit the Child Care Training Approval Application and additional requested materials in writing and/or electronically to:

- Regional Training Specialist
- Child Care Resource & Referral

If the materials are submitted in both electronic and written formats, CCR&R will not begin review until all materials are received. Training is not approved retroactively. Please submit the complete *Child Care Training Approval Application* at least 60 days before the intended training date. CCR&R will issue a decision within 30 business days of receiving the complete *Child Care Training Approval Application*.