



Eager-to-Learn

POLICIES AND PROCESSES MANUAL

Child Care Aware of Minnesota

July 2023

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Meeting Expectations Policy

Purpose:

To ensure students and instructors follow expectations that meet high quality online learning standards.

Policy:

All students and instructors will meet or exceed the student and instructor expectations.

Procedure:

Students are expected to:

- Refer to the weekly readings when completing chat sessions, discussion boards, and other assignments.
- Respond to discussion board questions on time and with thorough answers. Students who post on a discussion board after a discussion board due date will not receive instructor feedback on their post.
- Participate in all scheduled chat times. If a student misses more than 10 minutes of a chat session, this will be considered a missed chat session.
- Submit a final assignment or other designated assignment within 2 days after the final chat session. The assignment must meet the requirements outlined in the syllabus/assignment rubric or the instructor may ask the student to revise and resubmit their assignment.
- Contact the instructor **before** the weekly chat session with any questions about missing assignments or deadlines. Students who are late more than once may not be eligible to complete the course and have their attendance verified.
- Contact Eager-to-Learn (ETL) staff immediately should any concerns arise regarding attendance, course policies, administration, or course-related technology issues. ETL will not issue refunds for any reason or situation that is not reported to ETL staff in a timely manner.
- Child Care Aware of MN staff, ETL instructors, and ETL students must follow the guidelines of the [NAEYC Code of Ethical Conduct](#).

Instructors are expected to:

- Provide students with clear instructions regarding assignments, work submission, and communication protocols.
- Maintain a professional attitude at all times, without bias of any kind.
- Meet or exceed the standards regulating approved early childhood trainers as determined by Achieve (The Minnesota Center for Professional Development), including requirements for professional growth and up-to-date certifications.
- Provide students with timely and relevant readings and activities that support each weekly lesson.
- Provide responsive feedback to initial students posts on all discussion boards, and monitor student discussion board conversations.
- Facilitate all chat sessions and provide structured direction for the conversation, as well as insight into the topic. Instructors will be attentive to student participation during chat sessions.

- Respond to student final assignments within 2 days of receiving an assignment. The response will include thoughtful, relevant observations and/or suggestions.

- Notify students in writing if they are missing one or more assignments.
- Child Care Aware of MN staff, ETL instructors, and ETL students must follow the guidelines of the [NAEYC Code of Ethical Conduct](#).

Chat Session Engagement Policy

Purpose:

To ensure that students and instructors are fully engaged with content and other students while attending chat sessions.

Policy:

Students and instructors must fully engage in chat sessions and refrain from engaging in other activities while attending chat.

Procedure:

For Students:

- Students who attempt to engage in other activities while they are attending chat sessions will not be able to make up the lesson and may be not eligible to complete the course.
- If an instructor determines that a student is engaging in other activities while attending chat, the following steps will be taken:
 - Instructor will notify ETL staff.
 - ETL staff will inform the student that they will not receive credit for attending the chat session.

For Instructors

- If an instructor engages in other activities while facilitating chat, the following steps will be taken:
 - ETL staff will contact the instructor to discuss the issue.
 - ETL staff will send the instructor a written warning regarding conduct while facilitating chat sessions.
- ETL will take lack of engagement in chat sessions into consideration when making contracting and scheduling decisions.

Registration and Cancellation Policy

Purpose:

To streamline the registration process, and ensure that students have sufficient time to prepare for and complete their courses.

Policy:

Students must register for all courses online through Develop and adhere to ETL registration and cancellation deadlines.

Procedure:

Online Registration

- Registration requires a Develop account. If a student does not have a Develop account, they will be directed to [Develop](#) to create one.

- Registration and payment must be completed online through the Develop's secure website. Students who register for a course listed on the ETL website will be routed to Develop to complete registration.
- Registration will not be accepted over the phone, by mail, or by fax.
- Payment must be made by using a credit or debit card. Checks will not be accepted. Students are not registered for a course until payment is received in full.

Registration Deadlines

- Registration for *Eager-to-Learn* courses will not be accepted after the registration close date stated in Develop.
- Registration for *Anytime Learning* courses closes two weeks prior to the end of the quarter. Registration for all Anytime Learning courses is available year-round. Students must register for an Anytime Learning course in the current quarter.

Cancellations

- ETL may cancel Eager-to-Learn courses with fewer than five students. If a course is canceled, students will be notified no later than one week prior to the start date of the course.
- If a course is canceled, ETL staff will contact students to notify them of the cancellation and process a full refund.
- Students who cancel their registration for an Eager-to-Learn course at least one week prior to the course start date will receive a full refund.
- Refunds will *not* be provided for Anytime Learning courses.

Accommodations Policy

Purpose:

To ensure the ETL program provides reasonable accommodations for students with special needs.

Policy:

Reasonable accommodations will be provided for students requesting additional support based on a diagnosed disability.

Procedure:

- Students will request reasonable accommodations by contacting etlsupport@childcareawaremn.org.
 - The ETL Program Coordinator will provide students requesting accommodations with an Accommodations Request Form.
- Students will complete the Accommodations Request Form and submit it to the ETL Program Coordinator.
- Forms that include documentation of a disability will be reviewed. If a documented disability is not indicated on the form, ETL staff will email the student and ask them to contact their instructor about support they may need.
- ETL will share the following with the instructor and Learning Community Coordinator (LCC) (if applicable):

- The student's Accommodations Request Form
- Documentation that is necessary in order to provide appropriate accommodations
- Students that meet the criteria will be notified of the accommodations that will be available.
- ETL will save all Accommodations Request Forms, both those that were accepted and those that were denied.

Academic Dishonesty Policy

Purpose:

To provide a clear, systemic approach to the treatment of plagiarism, and to promote honesty and respect for the work of others in a learning environment.

Policy:

Academic dishonesty, either intentional or unintentional, is an unacceptable practice in the ETL program. ETL expects that students will prepare and submit their own work, and acknowledge the work of others when necessary.

Procedure:

- Academic dishonesty is defined as plagiarism or completing work under false pretenses, including the use of AI generated services such as chatGPT to complete course assignments. .
- If academic dishonesty is suspected, the instructor and ETL staff will review the alleged dishonest activity and determine whether action is warranted.
- If the instructor and ETL staff determine that a student has engaged in academic dishonesty, consequences may include:
 - Canceling the student's registration for the course, without providing a refund or verification of attendance.
 - Requiring the student to rewrite the assignment(s) or retake the course at a later date.

Chat Make Up Policy

Purpose:

To maintain a quality online learning program by adhering to strict attendance policies, while recognizing that our students may have emergency situations.

Policy:

Students are expected to attend all scheduled chat sessions. Students who miss one chat session will remain eligible to complete their course, provided that they complete a makeup assignment.

Procedure:

- Students must notify the instructor prior to chat in order to be eligible to complete a makeup assignment.
- Students who miss chat for reported program-related technology issues will not be penalized.
- The makeup assignment will consist of the following:

- Students must read the transcript or review the recording of the missed chat session and write a brief summary of the chat.
- Students must answer, in writing, all chat questions from the missed chat.
- The makeup assignment must be submitted to the instructor within 2 days of the missed chat.

Proof of Course Completion Policy

Purpose:

To ensure accurate records of course completion are available to students in a timely manner.

Policy:

Attendance for all *Eager-to-Learn* and *Anytime Learning* courses will be entered into Develop. Student Learning Records will serve as their proof of course completion

Procedure:

- Attendance for all *Eager-to-Learn* courses will be entered within 3 business days following the completion of the final assignment. Final assignments must be completed within 2 days of the last chat session.
- Attendance for all *Anytime Learning* courses will be automatically transferred to Develop each day.
- Student Learning Records in Develop will serve as students' proof of course completion.

Completion Appeal Policy

Purpose:

To allow students the opportunity to discuss course completion decisions with the ETL Program.

Policy:

Students who do not receive verification of course completion may appeal the decision to the ETL staff.

Procedure:

- Students will contact the ETL staff to discuss the course completion decision.
- The ETL staff will consider appeals on a case-by-case basis, and will take into consideration all circumstances surrounding the course completion decision.
- The ETL staff will make the final determination on a student's course completion and will provide the student with an explanation of the final decision in writing.

Anytime Learning Course Completion Policy

Purpose:

To ensure that students gain essential knowledge from *Anytime Learning* courses, and that students' time engaging with *Anytime Learning* courses is accurately verified.

Policy:

Students must successfully complete all required components of an *Anytime Learning* course in order to receive verification of course completion.

Procedure:*Required Components*

- When beginning an Anytime Learning course, students must enter their email address associated with their Develop account in order to ensure their course credit transfers properly.
 - Students who do not enter the incorrect email address may be asked to retake the final quiz (or quizzes) using their email address associated with their Develop account.
 - It is the student's responsibility to reach out to ETL support with any questions or concerns regarding their ATL course credit.
- Students must follow all instructions provided in an Anytime Learning course.
- Students must complete all components and activities that are included in an Anytime Learning course.
- Required components may include:
 - Listening to presentation audio and audio clips
 - Reading additional documents or web resources
 - Viewing videos or other online media
 - Completing activities as directed in an Anytime learning course
- All Anytime Learning courses include a required final quiz that students must successfully complete.

Final quiz

- Students must complete a required final quiz in order to successfully complete an Anytime Learning course.
- A score of at least 70% is required in order for a final quiz to be considered complete.
- If an Anytime Learning course includes more than one course module, students must complete the final quizzes for *each* course module in order to complete the course.
- The name a student enters when they attempt to complete an Anytime Learning quiz **must match** the name of the person registered for the course. If the quiz is under a different name, the person who is registered for the course will be asked to retake the final quiz.
- Students cannot complete an Anytime Learning course through another person's Develop account.
- The ETL program recommends that all students save a copy of their final quiz results for their records.

End of Quarter Completion Policy

Purpose:

To ensure students complete Anytime Learning courses within a reasonable timeframe that allows for accurate and quality recording of course completions.

Policy:

All students must complete their Anytime Learning course(s) before the end of the quarter in which they registered.

Procedure:

- Anytime Learning courses must be completed before the end of the quarter.
- Anytime Learning courses must be completed by **11:59 p.m. central time** on the last day of the quarter.
- If a student does not complete a course by the end of the quarter, they will need to register and pay for the course again during another quarter if they still wish to complete it.

- Refunds will not be provided if a student does not complete their Anytime Learning course(s) before the end of the quarter.
- Students can locate the end of the quarter deadline by viewing the end date that is listed for their Anytime Learning course.

Anytime Learning Quarterly Scheduling Policy

Purpose:

To ensure that all Anytime Learning courses are continuously available and are scheduled in a way that allows for accurate tracking and timely course completions.

Policy:

All Anytime Learning events will be scheduled on a quarterly basis. The start date of each new quarter will occur on the same date that registration closes for the previous quarter.

Procedure:

- All active Anytime Learning courses will be available for registration at all times.
- Registration for Anytime Learning events will *close* 2 weeks prior to the end of the quarter.
- Registration for Anytime Learning events will *open* 2 weeks prior to the end of the previous quarter.
- All Anytime Learning courses will be scheduled as follows:

Quarter	Registration Opens	Registration Closes	Deadline to Complete
Winter	12/16	3/15	3/31
Spring	3/16	6/15	6/30
Summer	6/16	9/15	9/30
Fall	9/16	12/15	12/31

Instructor Qualifications and Selection Policy

Purpose:

To provide a high-quality online learning experience by ensuring that ETL instructors are knowledgeable in relevant content and best practices in teaching adult learners online.

Policy:

All ETL instructors must demonstrate knowledge of best practices in online learning and experience facilitating training for adult learners. This will be demonstrated by meeting the requirements outlined in the following procedure.

Procedure:

- ETL instructors will meet the following minimum qualifications:
 - Have a minimum of 5 years documented instruction experience.
 - Be an approved trainer through Achieve and have a minimum of a bachelor's degree
 - Meet the standards for the online endorsement for Achieve and have taken *Good*

Teaching is Good Teaching Anytime or comparable content within 5 years of becoming an ETL instructor.

- Complete an ETL mentorship as outlined in the *Instructor Mentorship Policy*.
- Prior to being scheduled to teach an ETL course, new ETL instructors will complete the Child Care Aware of Minnesota trainer orientation online.
- ETL instructors who do not teach for a 12-month period will need to do the following before they can resume teaching for ETL:
 - Have a scheduled meeting with ETL staff.
 - Complete the *Good Teaching is Good Teaching Anytime* course at their own cost.
 - Complete an ETL instructor mentorship if required by the ETL program.
- ETL instructors will be selected based on individual qualifications and ETL program needs.

Instructor Screening Policy

Purpose:

To allow ETL the opportunity to screen instructor applicants for quality, establish a relationship, and develop an understanding of what an applicant is able to offer in terms of availability and expertise.

Policy:

Prospective ETL instructors will be screened to ensure they meet the needs of the ETL program and standards of best practice.

Process:

- ETL staff will screen prospective instructors whose knowledge and experience appear to meet ETL program needs.
- The screening process will be conducted by at least 2 ETL staff.
- The screening process will be conducted using Child Care Aware of Minnesota's *Trainer Screening Template* and *Rubric for Trainer Screening* (located in the appendix).

Instructor Mentorship Policy

Purpose:

To ensure a strong mentoring program and quality preparation for new ETL instructors.

Policy:

All new ETL instructors are required to mentor with an experienced instructor to ensure that students are receiving a quality educational experience.

Procedure:

- ETL mentees will:
 - Work with the ETL staff to navigate the process.
 - Be paired with an experienced ETL instructor and work with them to facilitate a scheduled ETL course. The mentee will support facilitation of the course by doing the following:

- Read all discussion board posts and respond as an instructor unless otherwise directed by their mentor.
 - Lead a full chat session, the week to be determined by the mentor.
 - Respond to final assignments.
 - Respect the final decision of the mentor. Ultimately it is the responsibility of the mentor/instructor to lead the course.
- ETL mentors will:
 - Have discretion over individual mentorship experiences.
 - Model the effective practices of online education adhered to by Eager-to-Learn.
 - Copy the mentee into all communications with students.
 - Introduce and explain the mentee's role in the student welcome letter.
 - Include a statement informing the students that Eager-to-Learn is a teaching program, and as a part of this process the mentee will be reviewing discussion board postings, final assignments and will be participating in chats.
- If questions arise within the mentor/mentee relationship, ETL staff will be notified.

Course Scheduling Policy

Purpose:

To provide students with an advance schedule of courses using a variety of instructors, and help the workforce to be intentional about their professional development.

Policy:

ETL will have a strategic four-month plan of ETL courses that offers variety in course content, instructor, KCFs and dates in order to meet student and system needs. Health and safety events required for licensing will be entered into Develop by November 20, March 20, and July 20. Additional courses will be added on an as-needed basis.

Procedure:

Data Collection, Analysis and Schedule Creation

ETL staff will:

- Gather and analyze data from Develop, biannual reports, and statewide requests in order to develop a strategic course schedule.
- Actively consider the following in developing a course schedule:
 - Parent Aware requirements and deadlines
 - Licensing requirements
 - DHS goals and funding
 - Holidays and the time of year
- Intentionally design a schedule that ensures variety in courses, instructors, days of the week, time of the evening.
- Ensure health and safety courses required for licensing are offered each month.

Instructor Schedules and Verification

- ETL staff will verify that each instructor is currently an approved trainer in Develop.
 - If an instructor's status as an approved trainer will expire during the next scheduling period, ETL staff will contact the instructor and/or TARSS staff for further information.
 - ETL may choose not to schedule an instructor during a scheduling period in which their trainer approval status will expire.
- ETL staff will send all current ETL instructors a request for their availability during the upcoming scheduling period.
- Instructors will be assigned to courses based on availability as well as which courses the instructor is authorized to teach.
- ETL staff will aim to schedule each instructor 2-4 times per calendar year, and provide equity in scheduling of instructors. The frequency with which an instructor is scheduled may be impacted by:
 - The instructor's availability
 - The courses an instructor is authorized to teach
 - The demand for specific courses and/or courses that meet specific KCFs

Contracting with Instructors

- ETL staff will contact instructors with proposed courses and course dates via email.
 - Confirmation via email from the instructor will serve as authorization for ETL staff to schedule their course(s) in ETL/Develop.
 - If an instructor does not respond by the deadline provided, they may not be scheduled during the following period.
 - ETL may choose to update the course schedule if the instructor is not available to teach the proposed course(s)
- All instructors must have a signed contract with Child Care Aware of Minnesota (Coordinating Office) in order to teach for ETL during a given scheduling period.

Instructor Data Privacy Policy

Purpose:

To ensure that ETL instructors are aware of best practices in protecting data privacy.

Policy:

ETL instructors will register for and complete the course *DHS Data Privacy and Security* every year.

Procedure:

- Instructors will register for and complete the course *DHS Data Privacy and Security* annually by October 31.
- Instructors who do not complete the course *DHS Data Privacy and Security* by October 31 will not be contracted for service until the course is complete.
- Instructors who are required to complete *DHS Data Privacy and Security* for a different

organization each year may inform ETL staff. When requested, ETL staff will verify that an instructor completed the course during the same calendar year. The instructor will not be required to retake the course the same year.

Instructor Procedures Policy

Purpose:

To ensure that instructors are aware of, and consistently meet, deadlines required in order for ETL courses to run efficiently.

Policy:

Instructors will be familiar with and will follow the ETL course activity timelines outlined below.

Procedure:

ETL staff will:

Timeline	Activity
3 weeks prior to the start date of an ETL course	• Contact the instructor with a request for materials, including the course syllabi. • Request the instructor review their classroom and inform ETL Staff of any requested changes.
1 week prior to the start date of an ETL course	• Send an enrollment update to the instructor. • If fewer than 5 students are registered for the course, it may be canceled per the <i>Course Cancellation Policy</i>.
1 day prior to the start date of an ETL course	• Send a final student list to the instructor. ○ The instructor will be paid for the number of students on the final list. • Send students a welcome message with program technology information.
Within 2 days of the final course assignment	• Enter course attendance in Develop within 3 business days following the completion of the final assignment. ○ Final assignments must be completed within 2 days of the last chat session.

Instructors will:

Timeline	Activity
At least 2 weeks prior to the start date of an ETL course	• Respond to ETL staff requests to review the online classroom. • Submit requested course materials.
1 day prior to the start date of an ETL course	• Send students a welcome message which includes the course syllabus and student expectations checklist.
Throughout the course	• Follow all instructor expectations as outlined the <i>Meeting Expectations Policy</i>
Within 2 days of the end date of an ETL course	• Submit student attendance documentation to ETL staff through the Attendance section of the ETL platform or other ETL-approved format. • Follow the attendance documentation requirements outlined in the <i>Attendance Records and Instructor Payment Policy</i>.

Copyright Policy

Purpose:

To recognize and respect intellectual property rights, while fulfilling our obligations as a nonprofit educational program with respect to use of copyright-protected works.

Policy:

ETL will provide resources about fair use and best practices with respect to copyright-protected works. It is the responsibility of the individual Instructor to ensure they are following the law.

Procedure:

- ETL instructors are responsible for ensuring they have appropriate permissions to use course materials.
 - If an instructor is unsure if they have appropriate permissions to use a given resource, they will not use the resource.
- ETL instructors will:
 - Follow fair use guidelines and the Technology, Education, and Copyright Harmonization Act (TEACH Act) of 2002.
 - Appropriately cite sources referenced or used in the development of course materials.
 - Provide ETL staff with documented proof of permission to use non-reproducible work prior to using such work in a course. ETL staff may choose *not* to allow use of the work in an ETL course.
 - Provide PDF copies of resources used that are publicly available for download. Direct links should be provided for other online resources that are publicly accessible.
 - ETL discourages the use of links to access PDFs.
- If ETL staff receive any report of misuse of resource(s) in an ETL course, the resource(s) in question will be removed from the ETL platform in a timely manner.
- ETL recommends instructors review the following resources:
 - [Technology, Education, and Copyright Harmonization Act \(TEACH Act\) of 2002](#)
 - University of Texas Libraries [Copyright Crash Course](#)
 - [Fair Use Checklist](#) from Columbia University

Course Material Usage Policy

Purpose:

To recognize the educational value to students of using works published by ETL instructors, while ensuring ETL is not used primarily as a tool to market works self-authored by an ETL instructor.

Policy:

Course material authored by an ETL instructor may be assigned in an ETL course. An ETL instructor may not accept any direct personal compensation or material benefit from the sale of self-authored course material to students in their own courses. Self-authored course material may not be recommended or assigned for purposes of personal financial gain.

Procedure:

- If the course clearly relies on the use of certain materials in order for people to implement the learning beyond the duration of the course (i.e. hands on activities, classroom or child-centered curriculum, program, professional or child assessment tools, etc.), then those materials can be required for the course.
- The amount of required course materials in a given ETL course will coincide with the amount of materials recommended in the ETL course development guidelines.
- Course materials* must be clearly identified in the Instructional Plan (for new courses) and course syllabi. At a minimum, identifying information will include title, author, approximate cost and rationale for usage.
- ETL staff must approve, in advance, the use of any book that a student must have access to in order to complete a given ETL course. If a required book is allowed for any ETL course, this must be factored into the cost of registration for the course and have a plan for distribution prior to the course start date.

Course Cancellation Policy

Purpose:

To reduce the number of course cancellations and increase opportunities for students to complete ETL courses.

Policy:

ETL reserves the right to cancel or run a course based on student enrollment. If a course is run with fewer than twelve registered participants, the instructor will be paid at a per student rate.

Procedure:

- Two weeks prior to the start date of a course, ETL staff will send the instructor an initial list of students who are registered for the course. If there are less than 5 students registered at that time, ETL may opt to cancel the course.
- For courses with fewer than 12 registered students at the start of the course, the instructor will be paid at a per student rate based on the length of the course.
- Unless otherwise approved by ETL staff, all courses must have at least 5 student registrations one week prior to the start of the course or it will be rescheduled or canceled.

Canceled Chat Policy

Purpose:

To ensure that students receive a quality online educational experience while recognizing that emergencies or technology issues may occasionally arise.

Policy:

An ETL chat session may be canceled due to an unforeseen instructor emergency or significant technology issue. If cancellation of a chat session is necessary, the procedure below will be followed.

Procedure:

- ETL will notify instructor(s) as soon as possible if a chat session must be canceled due to a technology issue that would prevent students and or instructors from participating.

*The term "course materials" shall be interpreted to include not only books but also materials, information, teaching instruments or data collections distributed in any media form, including but not limited to audio and videotapes, digital storage media or similar transmittal for which fees are typically charged and author compensation provided.

- Instructors will notify ETL staff immediately if an emergency will prevent them from facilitating a scheduled chat session.
- When possible, ETL staff will attempt to identify a substitute instructor to facilitate chat in order to avoid canceling the chat session.
- In the event of a canceled chat session, instructors will notify their students via email as soon as possible. Instructors will follow the Chat Make Up Policy and inform their students of the next required steps.

Attendance Records and Instructor Payment Policy

Purpose:

To ensure the ETL program obtains accurate attendance records for all ETL courses in a timely manner. ETL course attendance records are necessary in order to provide students with verification of course completion.

Policy:

Instructors will submit student attendance documentation to the ETL program within 2 days of the end date of an ETL course.

Procedure:

- Instructors will submit attendance documentation to ETL staff through the Attendance section of their online classroom.
- If an instructor is unable to submit documentation through the platform due to a technology issue, they will submit documentation via a different ETL-approved format.
- Documentation will include indication of which assignments a student did or did not complete, and a recommendation as to whether each student should receive verification of attendance.
- Documentation will include all students who were registered for a class on or after the instructor was sent the final student list (even if a student withdraws during a course).
- ETL staff will not process an instructor's payment for instruction of a course until complete attendance records for the course are received.

ETL Course Partnership Policy

Purpose:

To provide greater access to our instructor-led and self-paced courses by partnering with organizations who will pay for registration costs to offer specific courses for free to participants.

Policy:

Statewide organizations and agencies can reach out to ETL support to request specific course titles to have non-public events created without a registration fee for participants. Registration costs for the requested titles will be paid by the partnering organization.

Procedure:

- Minnesota organizations can reach out to ETL support to request specific course titles and the number of participant registrations they would like to pay for in each event.
- The partnering organization will be billed for the total number of events/registrations made

available before registration links to the free events are shared with the organization.

- In cases where a large volume of registrations or course titles are being requested, alternative payment plans can be negotiated.
- Invoicing costs will be based on the current registration fees set for the requested course titles.
 - All partnerships are subject to an additional administrative fee in the event the requested courses require significant staff time to schedule/set up.
- Once payment is received, ETL staff will create the requested courses and send the partnering organization the non-public registration links via email for dissemination to the intended participants.
- It is the responsibility of the partnering organization to distribute the registration links to participants for use.
- Any remaining registrations available when a courses registration period ends is not eligible for refund.
- ETL will not be able to register a student for a course if it is full, or if registration is already closed.

APPENDIX



Trainer Screening Template

(This document is optional for screening applicants)

Trainer Name: _____

Date: _____

Staff Name and District: _____

- Open with a background on Eager-to-Learn, Child Care Aware of MN as a State Organization, a map of the state , how the districts mesh – www.childcareawaremn.org/contact-us/ – and the work of TARSS – www.childcareawaremn.org/trainers-rbpd.
- While we do not have trainer competencies at this point here are the ideas that were drafted at the 2017 Summit, these can be integral in creating questions and determining an acceptable response
- KCF Specialization
- Trainer Level
- Languages spoken
- Currently owned training

Knowledge	Skills	Dispositions
Content-making connections; learning objectives; passion Experience- Practical knowledge Early childhood Adult Ed- learning styles, cultures Know what you don't know Know what your "system" is: licensing; Parent Aware; CCA Learning environments, styles, modality Lifelong learners Evaluation – self reflection Trainer expectations Participants' background Knowing that what you write will be read Online vs face to face learning	Organized: materials, thoughts, presentation Observant: read your group Flexible: Large group; smaller breakouts Reliable Presentation skills: Connecting ideas Facilitation (crowd control, rogue participants) Ask good questions Content Knowledge Knowledgeable about: Participants/culture Types of programs and how they help kids Early childhood systems (PA, ECIPs, KCFs) Technology: Instrumental methods Equipment use Adaptability: Different group sizes Facility issues Multiple levels of experience Cultural diversity Provide input/Answer questions Driving Skills!! (Deer! Snow! Darkness!)	Empathetic Dynamic Good listening Inspirational Confidence Poise, presence, passionate Self-directed Life-long learner Flexibility/Adaptability Perspective Energetic Personable Encouraging Motivator Engaging Organized Humor Approachable

Competencies	Questions	Response	Score
Knowledge	Many of our trainers use this as a “second” job. How do you manage your time and schedule? How will you ensure that your schedule with districts meets personal and professional needs? <i>You may substitute your org when screening a trainer</i>		
	This job requires you to both work independently and coordinate with the organization. How would you manage doing both?		
	What does it mean to you to be a training professional in the Early Childhood Education workforce?		
	Reflect on your past training experiences tell us about preferred group size, describe the audience and		
	What does an ideal training environment look like for you? How do you adapt to a less than ideal training environment?		
	Tell us about your knowledge/experience with the relationship between DHS, Parent Aware, Child Care Aware, and licensing.		
Skills	Share your own learning style, how will you ensure that you are meeting a variety of learning styles in your training event?		

	How do you encourage participation and engagement in your training?		
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	At this point in the screening you may ask them to share a 10 minute demo (see criteria below)		
Disposition	Share an example of a difficult situation that you had in a training event? How did you handle it? Were you successful?		
	Describe a time you were at a training event and the audience seemed unengaged and there was minimal participation. What did you do?		
	Tell a story that you would share in a training event that connects your personal experience to the content?		
	How do you react and respond to feedback? How are you able to reflect on feedback and apply it to your training style?		

Rubric for Trainer Screening

This Rubric for Trainer Screening is an optional resource for district staff to use to guide and organize their considerations while screening new trainers.

Professionalism				
Meets basic requirements: [1 points for each indicator, up to a total of 5 points] Trainer shows up on time Trainer appearance Clarity in Communication				
Demonstration of the competency of Knowledge (refer to competencies on interview questions)				
	0-5	6-10	11-15	Total
Content expertise KCFS Code of Ethics System Adult ed practices	Demonstrate s minimal knowledge of the comp	Demonstrat es adequate knowledge	Demonstrates a strong knowledge	
Comments:				
Demonstration of the competencies in Skill (refer to competencies on screening questions)				
	0-5	6-10	11-15	
Presentation is clear, well organized and all materials are available	Presentation meets minimal standards.	Presentation meets standards.	Presentation exceeds standards.	
Demonstration of the competencies in Disposition (refer to competencies on screening questions)				
	0-5	6-10	11-15	
Flexible Personable Empathetic Passionate				
Comments:				
				TOTAL: /48
OVERALL COMMENTS:				

