

Information for Distance Learning Training Sponsors:  
How to Apply for Montana Approval  
August 2007

If you are marketing a training program to early care and education practitioners in Montana that utilizes a distance learning format, either on-line or by mail, the information below will help you through the process.

1. Montana requires approval of all training for early care and education practitioners from the Early Childhood Project for training hours to count for child care licensing, The Practitioner Registry and other Montana programs created to improve the quality of services to young children and families. The process for distance learning approval (defined as training that does not take place in a face-to-face environment) has been recently revised to make it easier for sponsors to request.
2. Montana is committed to the seven key factors\* listed below that best support adult learning:
  - a. An environment where students feel safe and supported, where individual needs and uniqueness are honored, where abilities and life achievements are acknowledged and respected.
  - b. An environment that foster intellectual freedom and encourages experimentation and creativity.
  - c. An environment where faculty treats adult students as peers—accepted and respected as intelligent experienced adults whose opinions are listened to, honored, appreciated. Such faculty members often comment that they learn as much from their students as the students learn from them.
  - d. Self-directed learning, where students take responsibility for their own learning. They work with faculty to design individual learning programs which address what each person needs and wants to learn in order to function optimally in their profession.
  - e. Pacing, or intellectual challenge. Optimal pacing is challenging people just beyond their present level of ability. If challenged too far beyond, people give up. If challenged too little, they become bored and learn little. Those adults who reported experiencing high levels of intellectual stimulation—to the point of feeling discomfort—grew more.
  - f. Active involvement in learning, as opposed to passively listening to lectures. Where students and instructors interact and dialogue, where students try out new ideas in the workplace, where exercises and experiences are used to bolster facts and theory, adults grow more.
  - g. Regular feedback mechanisms for students to tell faculty what works best for them and what they want and need to learn—and faculty who hear and make changes based on student input.

3. Download, print and complete the Distance Learning Approval application below. Mail it to the ECP/Montana State University, PO Box 173540, Bozeman, MT 59717 or fax it to 406.994.7555.
  4. Upon receipt of the completed application, it is reviewed by a subcommittee of the Montana Early Care and Education Advisory Board.
  4. You will be notified in writing within 8 weeks of receipt of your application whether approval of the training has been granted in Montana. If so, it will be posted as an approved distance learning training option on the Early Childhood Project website.
  5. If you have questions, please contact the ECP at 406.994.4746 or 800.213.6310.
- \*From *The Seven Characteristics of Highly Effective Adult Learning Programs* by Dorothy D Billington, 1988.
6. Scroll down for MT Distance Learning Training Approval Application.

Thank you.

**Montana Early Care and Education Career Development  
Distance Learning Training Approval Application**

Please return to:  
Montana Early Childhood Project  
Montana State University  
P.O. Box 173540  
Bozeman, MT 59717-3540  
1-800-213-6310  
fax: 406-994-7555  
email: [ecp@montana.edu](mailto:ecp@montana.edu)  
web: [www.montana.edu/ecp](http://www.montana.edu/ecp)

Date of application \_\_\_\_\_

Name of sponsoring agency \_\_\_\_\_

Address of sponsoring agency \_\_\_\_\_

Zip

Street

City

State

Name of sponsoring agency contact \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_ Email \_\_\_\_\_

Mail reply to (if different from sponsor): \_\_\_\_\_

Name  
City

Street  
Zip

Name of instructor/trainer \_\_\_\_\_

Job title of instructor \_\_\_\_\_

Title of training \_\_\_\_\_

Total hours of instruction time (at least 2 hours) \_\_\_\_\_

Briefly describe the training:

Distance Learning Training Type (check **ONE**)

\_\_\_ Correspondence course (through the mail)

\_\_\_ On-line course (using the Internet)

List learning objectives or outcomes of training (if for a specific module or course)

Participants will be able to: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please check only **ONE** *Montana Early Care and Education Knowledge Base* area on which this training will primarily focus (if for a specific module or course). The equivalent CDA content areas are noted for your information.

**Knowledge Base** (check **ONE**)

**CDA Content Areas**

- |   |  |
|---|--|
| <input type="checkbox"/> Personal Attributes                  |  |
| <input type="checkbox"/> Cultural and Developmental Diversity | Strategies to establish productive relationships with families       |
| <input type="checkbox"/> Health, Safety and Nutrition         | Planning a safe, healthy environment to invite learning              |
| <input type="checkbox"/> Child Growth and Development         | Principles of child growth and development                           |
| <input type="checkbox"/> Environmental Design                 | Planning a safe, healthy environment to invite learning              |
| <input type="checkbox"/> Child Guidance                       | Positive ways to support children’s social and emotional development |
| <input type="checkbox"/> Family and Community Partnerships    | Strategies to establish productive relationships with families       |
| <input type="checkbox"/> Program Management                   | Strategies to manage and effective program operation                 |
| <input type="checkbox"/> Curriculum                           | Steps to advance children’s physical and intellectual development    |
| <input type="checkbox"/> Observation and assessment           | Observing and recording children’s behavior                          |
| <input type="checkbox"/> Professionalism                      | Maintaining a commitment to professionalism                          |

**Target Audience** (check all that apply if you are seeking approval for a specific course or module)

- |   |   |
|---|---|
| <input type="checkbox"/> Center-based staff                           | <input type="checkbox"/> Home visitors                        |
| <input type="checkbox"/> Center-based administration                  | <input type="checkbox"/> Parents                              |
| <input type="checkbox"/> Family or group child care home provider     | <input type="checkbox"/> Legally unregistered providers       |
| <input type="checkbox"/> Preschool staff (part-day program)           | <input type="checkbox"/> High school students                 |
| <input type="checkbox"/> Head Start                                   | <input type="checkbox"/> Other child and family program staff |
| <input type="checkbox"/> Public and/or private school (Pre-K-3)       | <input type="checkbox"/> School-age program staff             |
| <input type="checkbox"/> In-service training (for program staff only) |   |

**Level of Training** – For what level of practitioner was this training developed? (Please check **ONE**)

- Beginning (Practitioners not yet aware, developing, and/or beginning to apply knowledge and skills)
- Intermediate (Practitioners who are frequently and/or consistently applying knowledge and skills)
- Advanced (Practitioners with thorough knowledge, ability to modify, evaluate, synthesize; and/or who are fostering growth, exercising leadership, and advocating)

**Training Methods** (check all that apply for this training)

- |   |   |
|---|---|
| <input type="checkbox"/> Self or program assessment | <input type="checkbox"/> Technical assistance               |
| <input type="checkbox"/> Demonstration and practice | <input type="checkbox"/> Independent study with supervision |
| <input type="checkbox"/> Small group discussion     | <input type="checkbox"/> Audio/video with facilitation      |
| <input type="checkbox"/> Hands-on activities        | <input type="checkbox"/> Visual aids                        |
| <input type="checkbox"/> Observation of children    | <input type="checkbox"/> Materials display                  |
| <input type="checkbox"/> Role play, simulations     | <input type="checkbox"/> Handouts, printed material         |

Lecture  
 Panel discussions

Case studies  
 Interaction with other students

Does the training provide frequent, individualized interaction with the instructor for feedback, clarification of understanding and content?  Yes  No If yes, describe.

If this is on-line training and uses a platform, such as Blackboard, Learning Manager, WebCT, or other technological learning tools such as a chat room, describe how participants will be supported in learning how to navigate and in addressing questions or challenges with access or delivery.

What is required of students to “pass” this course or module? What is required for course completion?

How do you verify course completion for the student? Please send us a sample of the certificate or list all information printed on the verification.

List other states and contact information for each that have approved this training for early care and education practitioners within their professional development systems.

Thank you for your application. We will notify you in writing of your application’s status within eight weeks of receipt of this application.

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Signature of applicant

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Date