



# Manual for Approved Trainers

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## Section 1: Introduction

### A. Information Included in This Manual

The quality of early learning environments depends in large part on the training, education, and experience of the caregivers who work with the children. The people who work with children and their families need a strong foundation of knowledge in early childhood practices. In Maine, one way this knowledge can be obtained is through the Maine Roads to Quality Core Knowledge Training. To provide practitioners with the highest quality learning experience, we depend upon the knowledge, skills, and experience of our Approved Trainers. **The Maine Roads to Quality Professional Development Network Manual for Approved Trainers was developed to orient the prospective or Approved Trainer to the Maine Roads to Quality Professional Development Network** (hereafter Maine Roads to Quality or MRTQ PDN).

**Approved Trainers are required to read, review, and adhere to the policies and procedures presented in this manual.**

### B. History of Maine Roads to Quality

Beginning in 1992, the Maine Department of Health and Human Services (DHHS), through its Early Childhood Division, convened 100 stakeholders in a two-year process that resulted in the development of recommendations for a career development system for early childhood professionals. The recommendations were published in 1994 in a document entitled "Pathways to Quality: Toward the Development of a Comprehensive Training Plan for Child Care Practitioners in Maine". From that point, DHHS put several initiatives in place, including a scholarship fund, core curriculum, and a professional Registry and Career Lattice. In 1999, DHHS's Office of Child Care and Head Start contracted with the Muskie School of Public Service, University of Southern Maine to establish Maine Roads to Quality, a new program tasked to manage the comprehensive, coordinated career development system.

Maine Roads to Quality established the Registry in 1999. Since that time, the Registry has grown to include 23,984 active members as of June 2025. The Registry has evolved from a paper-based application system to a comprehensive online database including practitioner records, training information, and technical assistance reporting. The historical information contained within the Registry provides important data that can be used to inform public policy.

Also in 1999, DHHS contracted with eight Maine Resource Development Centers (MRDCs), whose statewide service provision included supporting families seeking child care and providing training opportunities to practitioners offering child care services. At the time, the Maine Roads to Quality Core Knowledge Training Program, which constituted 180 hours of training developed under the auspices of MRTQ, was also delivered by the MRDCs. In April of 2012, the MRDC system was dissolved and MRTQ assumed delivery of the Core Knowledge Training.

In conjunction with the Core Knowledge Training Program, the MRDC system also delivered on-site technical assistance, with formalization of those processes taking place through a group of stakeholders, including DHHS, in the mid-2000s. Technical assistance was included in the deliverables of the MRDCs as a way to support child care programs working to join or advance within Maine's quality rating and improvement system, *Quality for ME*. After the dissolution of the MRDCs in 2012, MRTQ assumed responsibility for the delivery of technical assistance services related to *Quality for ME* (now *Rising Stars for ME*). MRTQ had been delivering technical assistance in the form of the Accreditation Facilitation Project since 2000 to assist center-based, family child care, and out-of-school time programs achieve national

accreditation. Additional technical assistant consultants were recruited and trained in the curriculum *Foundations of Relationship-Based Technical Assistance* and began delivering on-site technical assistance statewide.

In January of 2013, DHHS chose MRTQ to become the new statewide Professional Development Network (PDN), consisting of a partnership between the current MRTQ at the University of Southern Maine's Cutler Institute for Health and Social Policy, the Center for Community Inclusion and Disability Studies at the University of Maine, The Maine Afterschool Network, and the University of Maine's Development of Psychology. The key services offered by the MRTQ PDN are provided in Section 2.B.

### C. How to Contact Maine Roads to Quality Training Team

#### Training Team:

Jennifer Conley, Curriculum Coordinator - [jennifer.conley@maine.edu](mailto:jennifer.conley@maine.edu)

- Curriculum Development and Revision

Carly Lowell, Training Coordinator – [carlena.lowell@maine.edu](mailto:carlena.lowell@maine.edu)

- Training Management and Support

Jason D'Amico, Technical Assistance and Data Specialist - [jason.damico@maine.edu](mailto:jason.damico@maine.edu)

- Participant Support

Danielle Gismondi, Training Team Manager - [danielle.gismondi@maine.edu](mailto:danielle.gismondi@maine.edu)

<b>On the Web:</b> <a href="http://mrtq.org">http://mrtq.org</a> <b>MRTQ PDN Staff Contact List:</b> <a href="https://mrtq.org/index.php/contact/">https://mrtq.org/index.php/contact/</a>	<b>By Phone:</b> 1-888-900-0055, ext. #2 (toll free) <b>By Fax:</b> (207) 780-5817 (Portland)
<b>Portland Office Mailing Address:</b> MRTQ PDN PO Box 9300 Portland, ME 04104-9300  <b>Portland Office Location:</b> University of Southern Maine Muskie School of Public Service Cutler Institute for Health and Social Policy 34 Bedford Street Wishcamper Center	<b>By email:</b> Email Invoices to: <a href="mailto:muskiesubcontracts@maine.edu">muskiesubcontracts@maine.edu</a>  Email training questions to: <a href="mailto:mrtq.training@maine.edu">mrtq.training@maine.edu</a>

## Section 2: The Maine Roads to Quality Professional Development Network

### A. Mission and Vision

The purpose of The Maine Roads to Quality Professional Development Network is to promote and support professionalism in the early care and education field.

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#### Vision

All early childhood and out-of-school-time professionals in Maine provide high-quality care that meets the unique needs of each child they serve.

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#### Mission

MRTQ PDN supports early childhood and out-of-school-time professionals in developing the skills and expertise to provide high-quality, inclusive, and culturally responsive care to Maine's children.

### B. Components of the Maine Roads to Quality Professional Development Network

#### i. Career Lattice and Professional Registry

The MRTQ PDN Registry is a recognition system that tracks the employment, education, and training history of its members. Any practitioner who joins is assigned a level on the MRTQ PDN Career Lattice in their chosen career path (Public Schools, License Exempt, Family Education and Support Professional, Direct Care, Administration Management/Coordination). Each MRTQ PDN Registry member receives an MRTQ PDN Certificate of Professional Recognition. Practitioners can store ongoing education and training in their personal MRTQ PDN Registry record and receive career counseling around their professional goals.

#### ii. Maine Roads to Quality Core Knowledge Training

The Core Knowledge Training offers new and experienced early care and education practitioners training that assures a consistent body of knowledge in eight core knowledge areas:

- 1) Business and professional development
- 2) Child development
- 3) Developmentally appropriate practice
- 4) Guidance
- 5) Healthy and safe environments
- 6) Individual and cultural diversity and inclusion
- 7) Observation and assessment
- 8) Relationships with families

A full list of all MRTQ PDN training is provided in Section 3.C.

**Core Knowledge Training must be delivered by an Approved Trainer.**

### **iii. Maine Credentials**

MRTQ PDN, in partnership with the Maine DHHS Office of Child and Family Services, has developed statewide credentialing options for practitioners who wish to focus their training, coursework, and professional experience on the delivery of care and education to a specific age group or population. MRTQ PDN administers the following seven Maine credentials:

- Director Credential
- Family Child Care Credential
- Inclusion Credential
- Infant Toddler Credential
- Preschool Credential
- Technical Assistance Credential
- Youth Development Credential

Each Maine Credential requires the following components:

- Documentation of specific training and/or education requirements
- Submission of evidence documenting understanding and mastery of the competencies defined in each Maine Credential
- Feedback or other documentation regarding the practitioner's engagement with professionals and/or families
- An on-site visit consisting of an observation and/or interview

For more information on the Maine Credentials offered by MRTQ PDN, please go to <https://www.mrtq.org/mainecredentials/>

### **iv. Maine Roads to Quality Technical Assistance Program**

MRTQ PDN, in partnership with the University of Maine Center for Community Inclusion and Disability Studies and the Maine After School Network, has created a statewide system to offer on-site and virtual support to early childhood and out-of-school time programs working to improve program quality. Trained technical assistance consultants are available in all regions of the state and will work with programs on a variety of issues, from arranging the environment to promoting parent engagement. Program directors or owners may request on-site or virtual technical assistance through the MRTQ PDN website at <https://www.mrtq.org/technical-assistance/>

**There is no fee for this service.**

### **v. Maine Roads to Quality Training Quality Assurance System**

The Trainer Quality Assurance System (TQAS) is designed to ensure and document consistency and excellence in the delivery of MRTQ PDN Core Knowledge Training while supporting an ongoing professional development experience for MRTQ PDN Approved Trainers. The TQAS process highlights areas of strength, recognizes and acknowledges superior performance and identifies areas for improvement. A full description of the TQAS is provided in Section 7 of this Manual.

## Section 3: Maine Roads to Quality Core Knowledge Training

### A. History of Core Knowledge Training

The MRTQ PDN Core Knowledge Training consists of curricula originally developed in collaboration with MRTQ PDN, the former Maine Resource Development Centers, the Early Childhood Higher Education Committee, and qualified curriculum writers. MRTQ PDN contracted with several curriculum writers to develop the trainings. Some curriculum writers were higher education faculty from Maine's community colleges or universities, others were practitioners working in center-based or family child care settings, and still others were professional development consultants and trainers. Together they brought a depth of knowledge, experience, and expertise to the content of the training and to the creation of positive learning environments for adult learners. As of 2025, we continue to work with both MRTQ staff and quality curriculum writers to update and develop training.

Core Knowledge Training is appropriate for any practitioner working in an early childhood or out-of-school time program – novice or experienced, center-based, family child care, Head Start, public preschool, before and after school, and family, friend, or neighbor.

The National Association for the Education of Young Children (NAEYC) states that the defining characteristic of any profession is a specialized body of knowledge and competencies shared by all its members.<sup>1</sup> The stakeholders that framed the recommendations for Maine's original career development system adopted NAEYC guidelines for the preparation of professionals. The guidelines include a definition of what all early childhood professionals need to know and be able to do to practice effectively. In keeping with the recommendations, MRTQ founded the Core Knowledge Training on the following eight core knowledge areas:

- 1) Demonstrate an understanding of child development and apply this knowledge in practice;
- 2) Observe and assess children's behavior in planning and individualizing teaching practices and curriculum;
- 3) Establish and maintain a safe and healthy environment for children;
- 4) Plan and implement developmentally appropriate curriculum that advances all areas of children's learning and development, including social, emotional, intellectual, and physical competence;
- 5) Establish supportive relationships with children and implement developmentally appropriate techniques of guidance and group management;
- 6) Establish and maintain positive and productive relationships with families;
- 7) Support the development and learning of individual children, recognizing that children are best understood in the context of family, culture, and society; and
- 8) Demonstrate an understanding of the early childhood profession and make a commitment to professionalism.

### B. Statement of Purpose

The MRTQ PDN Core Knowledge Training offers early care and education practitioners approved training in the above eight core knowledge areas. It assures a consistent body of knowledge and nurtures professionalism in early care and education for both new and experienced practitioners.

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<sup>1</sup> *Young Children*, March 1994, p. 72



## C. Core Knowledge Trainings

The following is a list of all current MRTQ PDN trainings:

**Spring Session (January 1<sup>st</sup> – June 30<sup>th</sup>)**  
Training Calendar available December 1<sup>st</sup>  
**Fall Session (July 1<sup>st</sup> – December 31<sup>st</sup>)**  
Training Calendar available June 1<sup>st</sup>

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### **MRTQ PDN Facilitated Trainings**

Caring for Infants & Toddlers & Their Families  
Collaborating with Others to Support Inclusion  
Creating Equitable Early Learning Communities  
Creating Inclusive Youth Development Settings  
Creating Quality Outdoor Spaces  
Designing Early Learning: Curriculum and Assessment in Preschool  
Early Childhood Education: Theory to Practice  
Engaging in Professional Development with Adult Learners  
Environments in Early Care & Education  
Foundations of Coaching  
Foundations of Collaborative Consultation  
Foundations of Health, Wellness, & Safety  
Foundations of Mentoring  
Foundations of Peer-to Peer Networks  
Foundations of Relationship-Based Technical Assistance  
Foundations of Universal Design and Individualizing  
Inclusive Child Care  
Infant & Toddler Maine Early Learning and Development Standards Links to Learning: Curriculum  
Planning in Out-of-School Time  
Maine Child Care Leadership 1: Building Foundation for Quality  
Maine Child Care Leadership 2: Leadership in Early Childhood and Out-of-School Time Programs Today  
Maine Child Care Leadership 3: Transforming Leaders and Programs  
Partners in Caring: Families & Caregivers  
Positive Support and Challenging Behaviors  
Social and Emotional Learning – Birth to Age 5  
Strengthening Business Practices in Child Care  
Stress Happens: Transforming Your Relationship to Stress  
Working with School-Age Children and Youth

### **MRTQ PDN On-Demand Trainings**

Annual Renewal of CCDF Health & Safety  
Bridge to Infant & Toddler Maine Early Learning and Development Standards  
Caring for Children and Families Experiencing Homelessness  
Family Engagement  
Getting Started in Family Child Care  
Health & Safety Orientation  
Preschool Maine Early Learning and Development Standards (P-MELDS)  
Quality Improvement Toolkit: Family Child Care or Small Facility

Quality Improvement Toolkit: Center-Based or Out-of-School Time  
Substance Use Disorders: Informed Practice for Early Childhood Educators  
Supporting Inclusion: Laws and Practices  
What the Tech?! It's More Than Just Screen Time  
Your Professional Development Portfolio

The MRTQ PDN Core Knowledge Curriculum descriptions can be found on the MRTQ PDN website <https://www.mrtq.org/coreknowledge/>.

#### D. Role of the Approved Trainer

MRTQ PDN Approved Trainers act as representatives of MRTQ PDN and play an essential part of the career development system, Core Knowledge Training in particular. Approved Trainers create a positive learning environment for adult learners, present content using appropriate adult learning methods, facilitate the exchange of ideas among training participants, and assist practitioners with their assignments (as needed). The role of an Approved Trainer is essential to the success of practitioners in achieving their professional development goals by modeling professionalism and best practice. Throughout the duration of the training, participants benefit from the support and encouragement of the Approved Trainer. An Approved Trainer is also knowledgeable of Maine's quality rating and improvement system, and supportive of adult learners whose training is linked to quality improvements within their respective programs. Approved Trainers require significant knowledge of Maine, including applicable law, regulations, state and regional resources and demographics.

### Section 4: Application to Become an Approved Trainer

#### A. Approved Trainer Qualifications

With the implementation of the MRTQ PDN Core Knowledge Training, MRTQ PDN and the Maine Early Childhood Higher Education Committee worked to articulate the training for college credit with two-year colleges in Maine. To satisfy the requirements of the higher education institutions, MRTQ PDN must have rigorous qualifications for all Approved Trainers of Core Knowledge Training. This section provides information on these required qualifications, the application process to become an Approved Trainer, and the policies and procedures developed to ensure that training will be implemented consistently throughout the state.

**This section should be reviewed carefully.** The information included in this section will guide Approved Trainers through the Trainer Approval system and will provide detailed explanations concerning the policies, procedures, and logistics of training delivery.

##### i. Trainer Qualifications

To become an Approved Trainer, an applicant must:

- Have a Master's Degree in Early Childhood Education or a related field.
- Currently live in Maine and work in Maine's early childhood sector.
- Be a Maine Roads to Quality Registry Member.
- Complete the 18-hour MRTQ PDN online training "Engaging in Professional Development with Adult Learners," which covers the principles of adult learning and gives an overview of the functions of the Core Knowledge Training.

- Agree to participate in the MRTQ PDN Training Quality Assurance System (TQAS) and complete the MRTQ PDN Feedback Survey after the training.
- Have at least five years of professional experience relevant to the Core Knowledge Areas described in Section 3.
- Have at least twelve hours of experience delivering training for early care and education practitioners.
- Be approved every three years by MRTQ PDN (see Section 4.E for the Renewal Process).
- Agree to read, review, and abide by the policies and procedures set forth in the MRTQ PDN Manual for Approved Trainers.
- Provide verification of completion of a DHHS-approved Mandated Reporter training within the past 4 years and remain current with a DHHS-approved Mandated Reporter training for the duration of their contract with MRTQ PDN (see Mandated Reporter Policy in Appendix J and Mandated Reporter Procedure in Appendix K).
- Agree to complete a background check, National Sex Offender check, and Motor Vehicle check. This will be sent to you via email from the University Human Resource Department.

## ii. Memorandum of Agreement

All Approved Trainers are required to sign a Memorandum of Agreement (MOA) with MRTQ PDN that is part of their subcontract with the University of Southern Maine. The intent of the MOA is for all parties to agree to their specific role in the delivery of high-quality Core Knowledge Training. Additionally, the MOA defines the conditions under which an Approved Trainer can and cannot use MRTQ PDN's copyrighted materials (see Appendix A for a copy of the MOA).

All Approved Trainers are also required to complete background checks sent by the University Human Resource Department at the beginning of each calendar year.

## B. Application Process

**To become an Approved Trainer, all applicants must be a member of the MRTQ Registry AND must have online access to their MRTQ Registry record.**

- 1) Log on to the Maine Roads to Quality Registry at: <https://mrtq-registry.org>
  - a. For non-Registry members, click on "New MRTQ Registry Applicant? I need to join the MRTQ Registry."
  - b. For MRTQ Registry members without online access, click on "Already a Registry Member? I belong to the MRTQ Registry, and I want an online account."
  - c. MRTQ Registry members with online access should sign in with their usual login.
- 2) Complete the section on Trainer Information, then sign and electronically send the completed application.
  - a. MRTQ Registry members who wish to apply to become an Approved Trainer can submit an application via the google form available on the public MRTQ website.
- 3) MRTQ PDN staff review all applications twice per year, or more depending on current need. (Applicants who submit incomplete materials will not be considered.)

- a. An applicant must take *Engaging in Professional Development with Adult Learners* to become a Provisional Trainer. A trainer is considered "Provisional" until they have successfully completed their Transitional Training.
- b. Complete the Experience and Expertise Self-Assessment. A link to the Self-Assessment will be provided to applicants.
- c. An applicant who does not meet the criteria will be notified by MRTQ PDN regarding the reason they are not currently eligible to become an Approved Trainer.
- d. Becoming an approved trainer does not guarantee training assignments.
- e. Hereafter, Approved Trainers are contracted to provide training by the University of Southern Maine. As such, they are considered Subcontractors. If the Approved Trainer and the University representatives mutually agree upon the terms of the contract, all respective parties sign and date the contract accordingly. Trainers are encouraged to thoroughly review the contract, so they are aware of the terms, conditions, and procedures they are agreeing to.

### C. Appeals Process

As MRTQ PDN Registry members, all Approved Trainers may utilize the MRTQ PDN Career Lattice Level Appeal Policy if they feel their MRTQ PDN Registry level, or selection as an Approved Trainer, does not appropriately reflect their education, work experience, or training history. The MRTQ PDN Career Lattice Level Appeal Policy is made available to MRTQ PDN Registry members upon acceptance into the MRTQ PDN Registry and may also be found on the MRTQ PDN website at <https://mrtq.org/registripolicies/>.

### D. Approved Reimbursement Rates

Please see Appendix I for Training Lump Sum rates.

### E. Renewal Process

All Approved Trainers are approved for a three-year period, at which point the Approved Trainer must renew his or her approval. The renewal process includes updating the Approved Trainer's MRTQ Registry record (i.e., if any address or employment changes have occurred) AND documenting 45 clock hours of training (or a 3-credit college course) in adult learning or early childhood education in the MRTQ PDN Registry. Professional growth activities may be considered by the MRTQ PDN Training Coordinator for approval to meet this requirement.

## Section 5: Resources for Approved Trainers

### A. MRTQ PDN Trainer Hub

The MRTQ PDN Trainer Hub is an online resource available to all Approved and Provisional Trainers. Upon notification of approval or provisional approval, the Approved or Provisional Trainer will be given access to the Trainer Hub in Moodle, the learning management system that MRTQ PDN uses for its online training. Information in the MRTQ PDN Trainer Hub includes:

- Additional guidance around the policies and procedures in this manual
- Tutorials and how-to information regarding Moodle
- Discussion boards for sharing questions, ideas, and support with other Approved Trainers
- A list of other resources available for practitioner and trainer professional development

## B. Transitional Trainers

Prior to independently facilitating training, all Provisional Trainers are required to act as a Transitional Trainer, in partnership with an experienced Approved Trainer, in the facilitation of an MRTQ PDN training (preferably the training that the newly approved Trainer is anticipated to facilitate). Acting as a Transitional Trainer provides the opportunity for a newly approved Trainer to become oriented to the technical aspects involved in facilitating an MRTQ PDN training. When acting as a Transitional Trainer, the newly approved Trainer is expected to:

- Enroll in and participate fully in the training, including completing all assignments.
- Introduce themselves to training participants as a newly approved Trainer acting as a Transitional Trainer: the lead Approved Trainer should also make this clear in their introductory letter to the participants.
- Utilize the Trainer Manual and additional resources available through the MRTQ PDN Trainer Hub, to support their orientation.
- Read all articles and view all websites and videos in each module.
- Monitor the lead Approved Trainer's responses to and interactions with the participants during training sessions and via Moodle.
- Debrief with the lead Approved Trainer at the end of each module.
- Review the policies and procedures for participant attendance and participation with the Approved Trainer.

After completing their required Transitional Trainer role with an experienced Approved Trainer, newly approved Trainers may independently facilitate MRTQ PDN training. When facilitating a training for the first time, time for content review will be reflected in their contract/MOA with MRTQ PDN.

## C. MRTQ PDN Professional Development Opportunities

MRTQ PDN will occasionally bring together all Approved and Provisional Trainers for a Trainer Professional Development Day or zoom meeting, which is encouraged but optional. These meetings will be a time for Approved and Provisional Trainers to connect with MRTQ PDN and each other. Approved Trainers will be given professional development hours for attending but will not be reimbursed for mileage or time. Trainers can stay connected to current professional development opportunities through the weekly email communication ShortCuts, as well as monthly Trainer Office hours with the Training Team.

Additionally, MRTQ PDN staff are excellent resources for any training-related questions. See the contact information page in Section 1 for information on how to reach MRTQ PDN staff.

## Section 6: Procedures for Training Delivery

Approved Trainers act as representatives of the MRTQ PDN and play an essential part in Maine's professional development system. They create positive learning environments for adult learners, teach the Core Knowledge Training content with fidelity, facilitate the exchange of ideas in the classroom and online, and assist practitioners in accomplishing their training goals.

The following procedures outline the responsibilities of MRTQ PDN Approved Trainers:

## A. Subcontracting of Approved Trainers

Before the beginning of a Core Knowledge Training, MRTQ PDN selects an Approved Trainer based upon Approved Trainer content knowledge, experience with the curriculum, geographical location, availability, and other relevant factors. Once the dates, times, and locations (if applicable) have been determined, MRTQ PDN will initiate the contract process through the University of Southern Maine. The Approved Trainer will receive a contract via email within one month of the delivery start date. Questions regarding the execution of the subcontract should be directed to MRTQ PDN at 1-888-900-0055, ext. #2.

## B. Prior to Training Delivery

### i. Access to Training Materials

All training materials are available online through Moodle for Approved Trainers delivering online training. Approved Trainers will be given access to the online training at the beginning of every new six month session of training and will be notified via email about their upcoming course access. During the two weeks prior to class, Approved Trainers should become familiar with the training material and check the online links to make sure they are active and accurate. Time for content review will be reflected in their contract/MOA with MRTQ PDN for any training that the Approved Trainer has not previously facilitated.

## C. Recording Attendance

Maintaining an accurate record of training attendance and module completion is critically important to MRTQ PDN, and especially to the practitioners who attend.

### **Recording attendance is the sole responsibility of the Approved Trainer.**

The attendance for each Core Knowledge Training becomes a permanent part of each participant's Professional Development Profile, an official part of MRTQ PDN's Registry, and is reported to our funders on a regular basis.

### i. Attendance for Asynchronous and Hybrid Trainings

Work for online training consists of a set of assignments within each module. One module is covered per week. In general, a module consists of assignments that include reading articles, watching online videos, posting in discussion forums, writing individual journal responses, or taking online quizzes. For discussion board postings that ask participants to reply to one or two peers, the Approved Trainer should use that requirement as a guideline in that participants are mostly posting responses to their peers. A participant should not be penalized for missing a peer response on occasion; the Approved Trainer should contact the participant individually to encourage more discussion if they are not involved in the group's conversation in discussion board posts.

For online training, the Approved Trainer may track attendance using the attendance sheet or they may create their own method for tracking completion of activities and modules. Participants may be marked as completing a module if they have completed all activities within the module (see section 6.D.ii for more information about following up with participants who partially complete a module).

The procedure for recording attendance for online training is as follows:

- 1) The Approved Trainer should access the attendance sheet from the MRTQ PDN Registry no more than 24 hours prior to the start of the training (see Appendix B for complete instructions for accessing the attendance sheet). Accessing the official attendance sheet from the MRTQ PDN Registry is important because it will list the participants officially enrolled in the training.



- 2) The attendance should be recorded electronically into the MRTQ PDN Registry as soon as possible after the end date of the module, and at least every two weeks. **Do not wait until the completion of the training to enter the attendance.** Keeping an accurate, ongoing record of training attendance is important for MRTQ PDN staff monitoring training status and for the payment and evaluation processes (see Appendix C for instructions for recording attendance in the MRTQ Registry). Note that the links to record attendance are date-enabled, meaning that the date of the training must have passed for attendance to be entered. This will prevent entry of attendance information until at least 12:01am after the end date of the module.
- 3) At the conclusion of the training, the Approved Trainer should enter the attendance for the final session and verify the training in the Registry (see Appendix C).

## D. Incomplete Attendance

There are times when a participant does not complete all assignments for an online module or when they are absent from a hybrid session. Approved Trainers should use the following procedures when addressing incomplete attendance with a participant.

### i. Absence from a Hybrid Training

The Approved Trainer should clearly indicate on the attendance sheet if a participant is absent from a hybrid session. For a 30-hour Core Knowledge Training, a participant will be allowed to complete a make-up assignment for ONE missing module (three hours).

- All make up assignments will be completed through the on-line training on the Moodle site or via email. **All make-up assignments must be completed by the end date of the training or the date the trainer and MRTQ staff determine.**
- In the event of extenuating circumstances, the Approved Trainer should refer the participant to MRTQ PDN (see contact information in Section 1).

### ii. Incomplete Work for Online Trainings

Approved Trainers should refer to the Participant Expectations (see Appendix F) for guidance in these situations:

In general, there are three categories of incomplete work for online training:

- 1.) participants who leave a training, do not complete assignments, or do not progress through the modules weekly in Moodle,
- 2.) participants who fall behind the schedule set at the beginning of the training, or
- 3.) participants who do not complete all assignments within a module (or who submit incomplete or otherwise unsatisfactory work for some or all assignments<sup>2</sup>).

Approved Trainers should use the following guidelines in these situations:

- 1) For participants who leave a training, do not complete assignments or do not progress through the modules weekly, the Approved Trainer should make at least one attempt to contact the participant via email during the week of the missed module. If contact is made with a participant who has fallen behind schedule, the Approved Trainer and participant can collaboratively develop a plan to support the participant's ability to keep pace with the training.

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<sup>2</sup> "Unsatisfactory" work would indicate that the participant had not made a good faith effort to complete the assignment, i.e., one or two sentence responses to in depth reflective questions.

If no contact is made with the participant, or if the participant continues to fall behind in the training, the Approved Trainer should notify MRTQ PDN (see contact information in Section 1).

- 2) For participants who miss individual assignments in a module or submit incomplete or unsatisfactory work, the Approved Trainer should use the following strategies, as appropriate:
  - Respond to the participant with questions to prompt a more complete answer.
  - Give the participant individual private feedback (not by posting in a discussion forum) reminding him or her of the requirement for the activity (i.e., completing a paragraph of reflection).
  - For participant responses that are concerning or not best practice, the Approved Trainer should ask reflective questions to guide the participant and/or the group to a more appropriate response and best practice. **When in doubt about a response or situation, a participant has a specific request for accommodation, or you have a concern that a participant may need support, the Approved Trainer should contact MRTQ PDN (see contact information in Section 1).**
  - A continued lack of response or failure to make a good faith effort to complete the assignment should result in the participant being marked as incomplete for that module. Again, all questions can be referred to MRTQ PDN (see contact information in Section 1).

### iii. Incomplete Work of Hybrid Trainings

For hybrid training, the Approved Trainer should consult the previous two sections, depending on what module is missed by a participant.

- A participant may complete a make-up assignment for ONE module for a missed zoom session.
- The Approved Trainer should consult the guidelines for incomplete work for online training for participants missing work in the online modules.
- MRTQ PDN staff are available for guidance to assist the participant and Approved Trainer in completing the training as efficiently as possible.

## E. Approved Trainer Responsibilities for Training Sessions

MRTQ PDN utilizes Moodle as the learning management system for all online training. For all training, the Approved Trainer should refer to the following procedures:

### i. Talking Points

Core Knowledge Training provides a solid foundation in best practices and is a link between training and formal education. Core Knowledge Training, as well as the MRTQ PDN Registry, supports professional development as part of a comprehensive career development system. Approved Trainers act as representatives for the MRTQ PDN. As such, their role is to provide training in a manner that is effective to the adult learner while modeling professionalism, courtesy, respect, and an acceptance of diversity.

Participants attending training with MRTQ PDN bring their diverse issues, needs and interests to the group. Training often brings practitioners from family child care, for-profit or non-profit center-based programs, Head Start, Public Preschool, and out-of-school time programs together. Some participants may be new to early care and education, while others have been in the field for many years. Some may attend only to meet licensing requirements, while others are seeking training related to their individual career path.



At times, participants may not be aware of the services and support that exists for them as they plan their professional development. MRTQ PDN has a variety of marketing materials available for distribution to training participants to help them understand the services offered by MRTQ PDN. All participant questions that are not directly answered by reviewing the marketing materials provided should be referred to MRTQ PDN staff at 1-888-900-0055, ext. #2.

## **ii. Dates**

The dates for online training are set by MRTQ PDN staff. Most training begins on a Wednesday, with modules ending the following Tuesday. It is the responsibility of the Approved Trainer to post a list of module start and end dates in the Announcement section of Moodle during the first day of the training, along with a "Welcome Letter" introducing themselves, the training, and the expectations for the participants. Training dates cannot be extended or changed without MRTQ PDN approval (see Appendix D for a sample "Welcome Letter").

## **iii. Enrollment**

All MRTQ PDN Core Knowledge Trainings have a minimum enrollment of six participants, the only exceptions are the three Maine Child Care Leadership Institute Trainings (I, II, and III), which have a minimum enrollment of ten. Failure to meet the minimum enrollment of the training may result in its cancellation.

Maximum enrollment for online training is 20 participants.

## **iv. The Online Learning Environment**

For online training, the Approved Trainer should expect to be responsive to the needs of the learners within the group. In general, to be supportive of all learners, the Approved Trainer should:

- Post a "Welcome Letter" during the first day of the training (see Appendix D for a sample).
- Keep the participants on schedule by posting reminders about the module being completed during each week; weekly discussion posts in Announcements regarding the week's assignments are a helpful way to remind participants. A wrap up of the module or a recap is a great way to direct them to a participants post they may have overlooked.
- Remind participants who move ahead of the group individually via email that they should stay on schedule. Work may be read ahead of time, but discussion board postings should be made during the week in which they are scheduled.
- Facilitate and moderate the discussion forums to ensure that all postings adhere to the Ground Rules posted at the beginning of each online training (see Appendix E). Approved Trainers are not expected to respond to every posting online, but to encourage conversation, ask reflective and guiding questions, and monitor participant posts for appropriateness (when necessary).
- Respond to all journal posts within the week in which the module is due.
- Respond to participant questions regarding training content within two days.
- Understand Artificial Intelligence (AI), such as ChatGPT, may be used to inform assignments; however, directly quoting or minimally revising responses generated by AI is considered plagiarism. AI can be a powerful tool for some learners when used for certain purposes. If you have questions or concerns with a participant's potential use of AI, reach out to MRTQ staff.
- Refer all non-content related questions to MRTQ PDN, including technology-related issues or questions about other MRTQ PDN services.
- Refer participants who may benefit from Individualized Support to the Training Coordinator.

## Section 7: Trainer Quality Assurance System (Asynchronous and Hybrid)

The purpose of the MRTQ PDN Trainer Quality Assurance System (TQAS) is to ensure consistency and excellence in the delivery of MRTQ PDN Core Knowledge Training. In addition, the MRTQ PDN TQAS is a system of comprehensive assessment and support for Approved Trainers and is designed to:

- Document the fidelity of the delivery of the MRTQ PDN Core Knowledge Training.
- Ensure a high-quality training experience for participants.
- Support ongoing professional growth for Approved Trainers.

### A. Training Quality Assurance System for Online Training

MRTQ PDN Core Knowledge Trainings delivered online are monitored by MRTQ PDN staff regularly to ensure fidelity to the curriculum, review the quality of group and individual interactions, and note the adherence to MRTQ PDN policies and procedures. The Approved Trainer will be notified ahead of the start of the training of the TQAS monitoring.

Upon the conclusion of an online training, a MRTQ PDN staff member will complete the Online TQAS Rubric (see Appendix G) which focuses on if the Approved Trainer exceeds, meets, or does not meet the focus areas contained in the Rubric. The completed TQAS Online Rubric and a summary of strengths and potential areas for improvement will be emailed to the Approved Trainer. MRTQ PDN will also retain a copy of the completed rubric for its records. A virtual debriefing may be offered to or requested by the Approved Trainer.

## Section 8: Training Evaluation

### A. Participant Training Evaluation

Approved Trainers play a critical role in the ability of MRTQ PDN to effectively evaluate the Core Knowledge Training. Reminding and encouraging participants to complete their evaluations are two ways that Approved Trainers can assist MRTQ PDN in this important piece of training delivery. Please remind your participants in your Welcome Letter and in the last module announcement.

An Evaluation Summary Report is compiled for each Core Knowledge Training delivery and will be shared with the Approved Trainer. An MRTQ PDN staff member is available to debrief the results of the Evaluation Summary Report with the Approved Trainer.

### B. Approved Trainer Feedback Survey

MRTQ PDN is also interested in receiving feedback from all Approved Trainers. Approved Trainers are required to complete an online trainer feedback survey at the conclusion of each training delivery. MRTQ PDN values the Approved Trainers' feedback on the training content as well as on the procedures and logistics related to training delivery.

**Completion of the online trainer feedback survey by the Approved Trainer is mandatory.**

In addition, MRTQ PDN staff will be conducting focus groups or interviews with Approved Trainers to gather additional input into the MRTQ PDN Core Knowledge Training and training delivery.

## Appendix A: Memorandum of Agreement for Approved Trainers



### MEMORANDUM OF AGREEMENT

Ethical Obligations, Responsibilities and Professional Expectations  
Maine Roads to Quality Professional Development Network and Approved Trainers

#### **Maine Department of Health and Human Services:**

The Maine Department of Health and Human Services, through the Office of Child and Family Services, is committed to ensuring that child care and early education providers have access to high quality training that is consistent statewide, delivered by qualified Trainers, and eligible for college credit. It supports the delivery of the MRTQ PDN Core Knowledge Training in furthering these goals.

#### **Maine Roads to Quality Professional Development Network:**

MRTQ PDN is committed to developing, coordinating, and evaluating the MRTQ PDN Core Knowledge Training. To ensure that the program meets the above goals, it is further committed to developing qualified Trainers to create a high quality learning experience using the curricula.

Approved Trainer:

**MRTQ PDN Approved Trainers are committed to delivering high quality training consistent with the goals of the Maine Department of Health and Human Services. As an Approved Trainer, I accept the following conditions:**

1. I understand that the MRTQ PDN Core Knowledge Training Curricula are copyrighted by the Maine Department of Health and Human Services and, as a result, any unauthorized use, photocopying, or marketing is not permitted.
2. I understand that I do not have permission to sell, market, or deliver the curricula in the MRTQ PDN Core Knowledge Training as an independent trainer.
3. I understand that the Maine Department of Health and Human Services has delegated oversight of the MRTQ PDN Core Knowledge Training and its copyrighted curricula to MRTQ PDN at the University of Southern Maine, Muskie School of Public Service.
4. I have no outstanding critical rule violations with the Department of Health and Human Services pertaining to the licensing of child care facilities or family child care homes.
5. I will provide verification of completion of a DHHS-approved Mandated Reporter training within the past 4 years and will remain current with a DHHS-approved Mandated Reporter training for the duration of this MOA.
6. I will complete the MRTQ PDN training "Engaging in Professional Development with Adult Learners" (18 hours) as a condition of the Trainer Approval Process. I understand I have six months after submission of my application to complete the training.

7. I agree to update, maintain and keep current my personal information and training history within the MRTQ PDN Registry.
8. I agree to participate in all aspects of the MRTQ PDN Training Quality Assurance System, including my willingness to participate in technical assistance activities should they be indicated.
9. Once I am an Approved Trainer, I will set up a username and password with MRTQ PDN Registry which will be unique to me and not shared with others.
10. I will maintain confidentiality of MRTQ Registry data and the educational records of training participants in accordance with the Family Educational Rights and Privacy Act (FERPA). I understand that failure to maintain confidentiality will result in having my MRTQ Registry access revoked and potential termination of my MRTQ Approved Trainer status.
11. I understand that there is no guarantee that I will be subcontracted to deliver training at any point in time.
12. I agree to remain current in my profession by actively pursuing opportunities to continue my own professional development. This includes being knowledgeable of best practices for adult learning situations.
13. I understand that I am initially approved for a three-year period. I understand that beyond those three years I will need to renew my Approved Trainer status by meeting the conditions of the renewal process.
14. I understand that as an Approved Trainer I act as a representative of the MRTQ PDN and agree to dress and conduct myself in a professional manner at all times.
15. I agree to help participants to understand the role of MRTQ PDN and the supports that it provides. I further agree to help participants to connect with appropriate MRTQ PDN staff for clarification and support as needed.
16. I agree to complete the Trainer Feedback Survey at the end of each training.
17. My signature indicates that I have received, read and agree to all processes, procedures and guidelines presented in the MRTQ PDN Trainer Manual.

Signatures:

---

Applicant Signature

---

Date

---

Name (please print)

Maine Roads to Quality Professional Development Network:

---

TRAINING TEAM EMPLOYEE, Training Team Group

---

Date

## Appendix B: Accessing the Attendance Sheet

Maintaining an accurate record of training attendance and module completion is critically important to MRTQ PDN and especially to the practitioners who attend. **Recording attendance is the sole responsibility of the Approved Trainer.** The attendance for each Core Knowledge Training becomes a permanent part of each participant's Professional Development Profile, an official part of MRTQ PDN's Registry, and is reported to our funders on a regular basis.

The Approved Trainer should print the attendance sheet from the MRTQ Registry no more than 24 hours prior to the start of the training. Printing the attendance sheet is **MANDATORY** for face-to-face training and hybrid training and optional for online training.

To access the attendance sheet:

- Log in to the Registry: <https://mrtq-registry.org>.
- Click on "My Info" from the top menu and select "My Trainer Information."

A list of training deliveries will appear, with links to print the attendance sheet. Clicking the "Attendance" link will open the attendance sheet in Adobe Reader.

The screenshot shows the website interface for the Maine Roads to Quality Professional Development Network. At the top, there is a navigation bar with links: My Info, My Education, My Training, My Employment, and a user profile for George Jetson with a Log off button. The 'My Info' dropdown menu is open, showing options: My Contact Information, My Work Setting, My Professional Contributions, My Optional Information, My Trainer Information, and My Professional Development Profile. Below the menu, there is a large banner for 'Maine's Early Care and Education Professional Development Registry'. Underneath the banner, there are three sections: 'Your Registry Record' with a 'View »' button, 'Online Training' with an 'Access »' button, and 'On-site Consultation' with a 'Consultation Request' button. At the bottom, there is a 'Trainer Menu' on the left with links to My Deliveries, My Curricula, My Counties, and Trainer Manual. To the right of the menu is a table titled 'My Deliveries'.

Training Name	Date	Status	Sponsor	Location	Attendance form
An Introduction to Communities of Practice	02/20/2019	Verified	Maine Roads to Quality	Online	Attendance

## Appendix C: Recording and Verifying Attendance in the MRTQ Registry

The attendance should be recorded electronically in the MRTQ Registry as soon as possible. **Do not wait until the completion of the training to enter the attendance.** Keeping an accurate, ongoing record of training attendance is important for MRTQ PDN staff monitoring training status and for the payment and evaluation processes. Note that the links to record attendance are date-enabled, meaning that the date of the training must have passed for attendance to be entered. This will prevent entry of attendance information until at least 12:01am after the end date of the module.

To record attendance:


- Log in to the Registry: <https://mrtq-registry.org>.
- Click on "My Info" from the top menu and select "My Trainer Information."



The screenshot shows the homepage of the Maine Roads to Quality Professional Development Network. At the top is the logo with the text "MAINE ROADS TO QUALITY PROFESSIONAL DEVELOPMENT NETWORK". Below the logo is a dark blue navigation bar with links: "My Info", "My Education", "My Training", and "My Employment". On the right side of the bar, it says "George Jetson Log off". A dropdown menu is open under "My Info", listing: "My Contact Information", "My Work Setting", "My Professional Contributions", "My Optional Information", "My Trainer Information", and "My Professional Development Profile". The main content area has a large heading "Welcome to Maine's Early Care and Education Professional Development Registry". Below this, there are three columns of content:

- Your Registry Record**: "Please ensure that your information is up-to-date." with a green button "View »".
- Online Training**: "Access online training or enroll in and access on-demand training." with a green button "Access »".
- On-site Consultation**: "Fill out an on-site consultation request form to receive free on-site consultation from one of our District Coordinators." with a green button "Complete a Request »".

- A list of training deliveries will appear. Clicking the link with the name of the training will open the information for that delivery.



My Info   My Education   My Training   My Employment
George Jetson   Log off

Trainer Menu

My Deliveries

My Curricula

My Counties

Trainer Manual

## My Deliveries

Training Name	Date	Status	Sponsor	Location	Attendance form
An Introduction to Communities of Practice	02/20/2019	Verified	Maine Roads to Quality	Online	<a href="#">Attendance</a>

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- Click on "Modules." This will bring up a list of the modules for the training.

My Info   My Education   My Training   My Employment
George Jetson   Log off

Trainer Menu

My Deliveries

My Curricula

My Counties

Trainer Manual

## Training Delivery

Providers

Modules

Trainers

**Sponsor** Maine Roads to Quality

**Curriculum** An Introduction to Communities of Practice

**Start Date** 02/20/2019   **End Date** 03/06/2019

**Location** Online   **Site** Online

**Hours** 6.00   **Online Delivery** Yes

**County** On-line (Statewide)   **Status** Reopened

Change Status to Verified

Attendance Form

Modules	Provider	Hours	Successful Completion
Modules	Jetson, Elroy	0	No
Modules	Rubble, Barney	0	No



- Click on "Attendance" for the module for which attendance information is to be entered. This will bring up a list of the participants within the module.

[My Info](#)
[My Education](#)
[My Training](#)
[My Employment](#)

George Jetson Log off

Trainer Menu

[My Deliveries](#)
[My Curricula](#)
[My Counties](#)
[Trainer Manual](#)

## Training Delivery

[Providers](#)
[Modules](#)
[Trainers](#)

**Sponsor** Maine Roads to Quality

**Curriculum** An Introduction to Communities of Practice

**Start Date** 02/20/2019 **End Date** 03/06/2019

**Location** Online **Site** Online

**Hours** 6.00 **Online Delivery** Yes

**County** On-line (Statewide) **Status** Reopened

Number	Title	Date	Attendance
1	Communities of Practice Background Information	02/20/2019	<a href="#">Attendance</a>
2	Implementing Communities of Practice	02/20/2019	<a href="#">Attendance</a>

- Clicking on "Mark All as Completed" will change each participant's "Completed" column to a "Yes." This will need to be edited for any participants who **did not** complete the module. This can be done by clicking the "Edit" link next to any participant who **did not** complete the module, and whose "Completed" column should be changed back to "No."

[My Info](#)
[My Education](#)
[My Training](#)
[My Employment](#)

George Jetson Log off

Trainer Menu

[My Deliveries](#)
[My Curricula](#)
[My Counties](#)
[Trainer Manual](#)

## Training Delivery

[Providers](#)
[Modules](#)
[Trainers](#)

**Sponsor** Maine Roads to Quality

**Curriculum** An Introduction to Communities of Practice

**Start Date** 02/20/2019 **End Date** 03/06/2019

**Location** Online **Site** Online

**Hours** 6.00 **Online Delivery** Yes

**County** On-line (Statewide) **Status** Reopened

**Module 1**

**Title** Communities of Practice Background Information

**Date** 02/20/2019

[Mark All as Completed](#)

Edit	Name	Completed
<a href="#">Edit</a>	Jetson, Elroy	No
<a href="#">Edit</a>	Rubble, Barney	No



- Changing the dropdown under "Completed" to "No" and then clicking "Update" will change the participant's attendance to reflect that he or she did not complete the module.

[My Info](#)
[My Education](#)
[My Training](#)
[My Employment](#)

George Jetson Log off

Trainer Menu

[My Deliveries](#)
[My Curricula](#)
[My Counties](#)
[Trainer Manual](#)

## Training Delivery

[Providers](#)
[Modules](#)
[Trainers](#)

**Sponsor** Maine Roads to Quality

**Curriculum** An Introduction to Communities of Practice

**Start Date** 02/20/2019 **End Date** 03/06/2019

**Location** Online **Site** Online

**Hours** 6.00 **Online Delivery** Yes

**County** On-line (Statewide) **Status** Reopened

**Module 1**

**Title** Communities of Practice Background Information

**Date** 02/20/2019

[Mark All as Completed](#)

Edit	Name	Completed
<a href="#">Update</a> <a href="#">Cancel</a>	Jetson, Elroy	No ▾
<a href="#">Edit</a>	Rubble, Barney	No

To verify training:

- After clicking on the training delivery and confirming that all attendance information is correct, clicking on "Change Status to Verified" will verify the training as completed and automatically send an email to the Training Coordinator at MRTQ PDN, who is responsible for sending out the training certificates.

[My Info](#)
[My Education](#)
[My Training](#)
[My Employment](#)

George Jetson Log off

Trainer Menu

[My Deliveries](#)
[My Curricula](#)
[My Counties](#)
[Trainer Manual](#)

## Training Delivery

[Providers](#)
[Modules](#)
[Trainers](#)

**Sponsor** Maine Roads to Quality

**Curriculum** An Introduction to Communities of Practice

**Start Date** 02/20/2019 **End Date** 03/06/2019

**Location** Online **Site** Online

**Hours** 6.00 **Online Delivery** Yes

**County** On-line (Statewide) **Status** Reopened

[Change Status to Verified](#)

Attendance Form

Modules	Provider	Hours	Successful Completion
<a href="#">Modules</a>	Jetson, Elroy	0	No
<a href="#">Modules</a>	Rubble, Barney	0	No

## Appendix D: Sample Welcome Letter for Online or Hybrid Training

Hello and Welcome to (insert name of training).

**(short introductory paragraph here.)**

Communication is key to our journey together, so please reach out at any time you have a question or need support. I welcome any/all questions and want you to have the most valuable learning experience possible. Email is generally the best way to reach out but talking on the phone and/or text messages are also an option. My contact information is **(list contact information)**.

### Training Schedule:

Training weeks begin on Wednesday morning and end on the following Tuesday evening. This is a **(insert number of hours)**–hour training set up in **(insert number of modules)** modules that runs for **(insert number of weeks)** weeks.

Successful training completion depends on keeping pace with the schedule outlined below. Please review the handout “Participant Expectations for Online Learning” in the Introductory Module for more information about staying on track.

**(insert dates in the table, include Zoom dates if applicable)**

Module	Start Date	End Date
Module 1		
Module 2		
Module 3		
Module 4		
Module 5		
Module 6		
Module 7		
Module 8		
Module 9		
Module 10		

### General Training/Moodle Information:

While this is an online class, and you have the opportunity to sign into complete modules on your own throughout the week, this is not a go at your own pace class. **It is important to stay**

**connected to the class discussions and complete assignments, reading, and course activities within the specified timeline for each module.** Please read the **Participant Expectations for Online Learning**, located in the introductory Module, for guidance on participation and completion.

"MRTQ PDN online trainings are designed to be interactive, which requires all students to keep pace with the training schedule. **In the event of extenuating circumstances that prevent your participation and/or completion, you are responsible for contacting the trainer as soon as possible.**"

**"If you do not participate in training for one week without contacting the trainer, you may be removed from the training and you will lose the work you have submitted."** (MRTQ Participant Expectations for Online Learning)

I encourage you to explore and become familiar with the Moodle site, which will enable you to navigate the site and meet the requirements of the training more easily. The training is made up of four main components:



**Announcements:** this is where I will communicate to participants throughout the training.



**Resources:** the resources are essential for understanding the learning objectives and training content. It is essential that you read all required resources.



**Discussion Forums:** All participants can see each other's entries and can respond. Responding to your peers is one way to build a sense of community and professional connections. As the trainer I will be reviewing all of your responses, although I may not reply to all of them. In general, I will post a "round-up" to all of your responses during the activity.



**Journals/Assignments:** these are private and seen only by the trainer. You can share your insight and understanding of what you have learned within the module. I will respond weekly to each journal entry that is posted before the module end date. **Please be sure to return to your journal entry to view my response(s).**

At the end of training, please take the time to complete the training evaluation. **Your feedback is very important to MRTQ PDN.**

Sincerely,

(Insert name)

**Suggested Notes (use as applicable)**

This training requires you to observe children in order to complete activities.

This training is being offered as stand-alone training but is also part of a series that collectively supports the MRTQ PDN **(insert credential name)** Credential.

## Appendix E: Professional Ground Rules for Online Trainings

Before any training is taught, there should be an understanding with all participants that all comments, ideas, and thoughts are welcomed.

All of you are encouraged to participate and are encouraged to do so with enthusiasm and respect for others' ideas and opinions, so that we may share and learn from each other.

Please be open and honest, build upon other's ideas, thoughts, and feelings by making statements, asking appropriate questions, and taking time to consider your spelling, grammar, and punctuation.

Confidentiality should always be maintained, just as it would be in a classroom. Do not use names or other identifying information when talking about children, parents, or professional colleagues. When responding to prompts or discussion board posts, or recording child observations, use first initials only. Example: "G, a 3-year-old boy, is using the water table with B, a 2-year-old girl."

Finally, as a friendly reminder, use this forum, as well as access to your peers' email addresses, for communication around this training only. Please remember not to use this as a forum for advertisement or solicitation of any kind.

Thank you.

## Appendix F: Participant Expectations

### Participant Expectations for Online Training

MRTQ PDN is committed to providing quality-training experiences for all learners. An important component of a high-quality online learning environment is student participation. In order to support student engagement with the training content, the trainer, and each other, MRTQ PDN has developed the following expectations for online learners:

1. Training login information will be emailed the day before training starts.
2. It is required that you log in to the training through the MRTQ Registry as soon as possible after the start of the training. At the beginning of training, your trainer will post a welcome letter in the Announcements section providing detailed information about the START and END dates for each module. Each module typically starts on a Wednesday and ends on the following Tuesday. There are rare instances of a Thursday to Wednesday schedule. You may complete work at your own pace, keeping in mind that having incomplete work after the END date of a module will result in your attendance being recorded as INCOMPLETE with zero hours awarded for the module. Please adhere to the schedule provided in the trainers' welcome letter.
3. You are expected to complete all weekly reading assignments, discussion posts, journal entries, and all other assignments (i.e., wikis or online quizzes). MRTQ PDN strongly advises that you do not attempt to complete an entire module in one day.
4. It is expected that confidentiality for children, families, and peers will be maintained at all times. For more information about confidentiality, please visit: [Confidentiality: Respecting the Privacy of All Families](#).
5. MRTQ PDN online trainings are designed to be interactive, which requires all students to keep pace with the training schedule. **In the event of extenuating circumstances that prevent your participation and/or completion, you are responsible for contacting the trainer as soon as possible.**
6. **If you do not participate in training for one week without contacting the trainer**, you will be removed from the training and you will lose the work you have submitted. (Note that refunds will only be given for cancellations made at least 5 business days before the start of training.)
7. Once a training closes you will not have access to any submitted work or resources so be sure to save copies of all material that you would like to access after the completion of the training. **If you are working toward a Maine Credential, remember to save your work for your portfolio!** You will not get credit for work submitted after the END date of the training.
8. Please complete the final evaluation at the conclusion of the training. Your feedback is very important to MRTQ PDN.
9. MRTQ PDN is committed to providing a successful training experience for everyone. In some situations, a successful training experience may require some support for training participants. If you think your training experience may benefit from additional support or accommodation from MRTQ PDN, please contact the Statewide Training Coordinator by email at [mrtq.training@maine.edu](mailto:mrtq.training@maine.edu) or by phone at 1-888-900-0055, ext. #2.

10. Upon completion of the training, you will receive your certificate via email. You have up to 30 days from the course closing date to appeal your training hours. If you were removed from the training due to inactivity you cannot appeal your certificate. Through this appeal process, a MRTQ PDN staff member will review all your activity in the training. Send a request for appeal to [mrtq.training@maine.edu](mailto:mrtq.training@maine.edu). Please see the Training Certificate Appeal Process for more information.

Updated July 2024

## Appendix G: Trainer Quality Assurance System Rubric

<b>TQAS Focus Area</b> <b>Why is this important?</b> <b>Where to find it?</b>	<b>3</b> <b>Exceeds</b> <b>(Well-conceived and thoroughly developed)</b>	<b>2</b> <b>MEETS</b> <b>(Clear and complete)</b>	<b>1</b> <b>Does Not Meet</b> <b>(Requires additional clarification)</b>	<b>Comments</b>
<b>TQAS Focus Area:</b> Announcements Section in Moodle  <b>Why is this important?</b> Serves as the primary communication tool for participants about training and group progress	Announcements include: <ul style="list-style-type: none"> <li>• Welcome Letter</li> <li>• Training schedule</li> <li>• Weekly messaging</li> <li>• Wrap of module</li> <li>• Intro to upcoming topics in the module</li> <li>• Questions answered</li> <li>• Highlights of a participants work</li> <li>• As applicable, indicates that the training is part of a Maine Credential.</li> </ul>	Announcements include most, but not all, of the expected components	Announcements include less than half of the expected components	
<b>TQAS Focus Area:</b> Welcome Letter  <b>Why is this important?</b> Sets the tone, pace, and expectations of the training.  Introduces the trainer and training schedule including	Follows sample Welcome letter provided in the Trainer Hub  Includes: <ul style="list-style-type: none"> <li>• Trainer bio</li> <li>• General Moodle information</li> <li>• Class details</li> <li>• Recording direction</li> </ul>	In general, follows sample Welcome Letter in Trainer Hub  Includes most, but not all, of the information included in the sample Welcome Letter	Does not follow the sample Welcome Letter  Includes less than half of the information included in the sample Welcome Letter	



<p>module start and end dates.</p> <p>Should follow sample letter in the Trainer Hub.</p>	<ul style="list-style-type: none"> <li>Refers to MRTQ staff for technical assistance</li> <li>As applicable, indicates the training is part of a Maine Credential</li> </ul> <p>Added into Announcements and not as an attachment</p>	<p>Added into Announcements and not as an attachment</p>	<p>Added as an attachment</p>	
<p><b>TQAS Focus Area:</b> Summary of Current Modules and Introduction of Upcoming Module.</p> <p><b>Why is this important?</b> Provides a summary of participant responses for the current module.</p> <p>Provides an introduction to the upcoming module</p>	<p>Module summaries and introductions present and include:</p> <ul style="list-style-type: none"> <li>Summary of participant responses</li> <li>Answers to participant questions</li> <li>Highlight of a participant's response</li> <li>Intro to upcoming module</li> <li>Reminder of module start and end dates</li> </ul>	<p>Module summaries and introductions present, and include most, but not all, of the expected components</p>	<p>Module summaries and introductions not present</p> <p>OR</p> <p>Module summaries and introductions present, but include less than half of the expected components</p>	
<p><b>TQAS Focus Area:</b> Reminders to Complete Training Evaluation</p> <p><b>Why is this important?</b> Reminds participants to</p>	<p>Multiple reminders to complete training evaluation included in Announcements</p>	<p>One reminder to complete training evaluation included in Announcements</p>	<p>Not Addressed</p>	

<p>complete the training evaluation</p> <p>Should occur multiple times near the end of the wrap up of the final module.</p>				
<p><b>TQAS Focus Area:</b> Journal Posts-Timely and Individualized Responses</p> <p><b>Why is this important?</b> Establishes trainer-participant connection, provides feedback to participants' posts, and allows participants to gauge progress in training</p> <p>Individualized responses to be provided within the week of the assignment</p>	<p>Responses are made within the week of the assignment and are individualized to each participant</p>	<p>Responses are made within the week of the assignment, but are not individualized to each participant</p> <p>OR</p> <p>Responses are individualized to each participant, but not posted within the week of the assignment</p>	<p>Responses are not individualized nor posted within the week of the assignment</p>	
<p><b>TQAS Focus Area:</b> Activities-Posting to Discussions</p> <p><b>Why is this important?</b> Supports participants' focus and engagement in the activity and</p>	<p>Trainer posts present in each activity discussion</p>	<p>Trainer post present in most, but not all, activity discussions</p>	<p>No trainer posts present in activity discussions</p> <p>OR</p> <p>Trainer posts present in less than half of</p>	

<p>directs the discussion</p> <p>Demonstrates that the trainer is present and engaged</p> <p>Responding to each participant in every activity is not necessary</p>			<p>activity discussions</p>	
<p><b>TQAS Focus Area:</b> Activities- Facilitation of Discussions</p> <p><b>Why is this important?</b> Encourages conversation by asking reflective and guiding questions</p> <p>Monitors participant posts for appropriateness. Responding to every post is not expected.</p>	<p>Asks reflective and guiding questions to majority of posts and monitors participant posts for appropriateness</p>	<p>Asks reflective and guiding questions to less than half of posts and monitors participant posts for appropriateness</p>	<p>Not addressed</p>	
<p><b>TQAS Focus Area:</b> Activities- Monitoring of Discussion Posts for Appropriateness</p> <p><b>Why is this important?</b> Maintains trainer awareness of</p>	<p>Not rated</p>	<p>Not rated</p>	<p>Not rated</p>	

discussion posts and the need to contact TIG of discussion posts that may be inappropriate.				
<p><b>TQAS Focus Area:</b> Activities-Support of Participants Experiencing Challenges</p> <p><b>Why is this important?</b> Early identification of participants who may be experiencing challenges provides an opportunity to implement individualized support</p>	Monitors participant progress, communicates with participants who may be experiencing challenges, and collaborates with the participant and MRTQ PDN to provide appropriate support	Monitors participant progress, communicates with participants who may be experiencing challenges, but does not collaborate with the participant and/or MRTQ PDN to identify and implement appropriate support	Does not communicate with participants who may be experiencing challenges nor collaborate with the participant and/or MRTQ PDN to identify and implement appropriate support	
<p><b>TQAS Focus Area:</b> Activities-Addressing Absent or Non-Responsive Participants</p> <p><b>Why is this important?</b> Supports engagement/re-engagement of participants and the successful completion of training</p>	Notifies MRTQ PDN of participant absence or non-responsiveness immediately	Notifies MRTQ PDN after numerous participant absences or failure of the participant to respond to communications	Does not notify MRTQ PDN of participant absences or failure of the participant to respond to communications	

<p><b>TQAS Focus Area:</b> Review of Shared Resources</p> <p><b>Why is this important?</b> Resources shared during a training must be reviewed by Curriculum Coordinator to ensure currency, validity, source, and if permission to use must be obtained</p>	Requests resource review by Curriculum Coordinator prior to sharing resources	Requests resource review by Curriculum Coordinator after resources have been shared	Shares resources without requesting a review by Curriculum Coordinator	
<p><b>TQAS Focus Area:</b> Attendance in the Registry</p> <p><b>Why is this important?</b> Allows MRTQ PDN staff to monitor participant engagement and ensures that participant receive appropriate credit for training completion</p>	Attendance entered after each module	Attendance not entered after each module, but entered prior to training verification	Attendance not entered prior to training verification	
<p><b>TQAS Focus Area:</b> Trainer Feedback Survey</p> <p><b>Why is this important?</b> Supports the identification and resolution of training</p>	Trainer Feedback Survey is completed within 2 days of training verification	Trainer Feedback Survey is completed more than 2 days after training verification	Trainer Feedback Survey not completed	

functionality issues and informs future curriculum revisions				
<b>TQAS Focus Area:</b> Trainer Engagement  <b>Why is this important?</b> Trainer engagement with individual participants and the training cohort support training completion and achievement of training objectives	Trainer logs onto Moodle and interacts with participants multiple times each week	Trainer logs onto Moodle and interacts with participants no more than one time each week	Trainer logs onto Moodle and interacts with participants less than one time each week	

## Appendix H: Invoicing Instructions



### How to Submit a Training Invoice

1. Send your invoice (Word or PDF format) by email to Muskie Subcontracts at [muskiesubcontracts@maine.edu](mailto:muskiesubcontracts@maine.edu) for processing.
2. Include the following information in the top section of your invoice: (see sample below)
  - The word "Invoice" or "Bill"
  - Invoice date
  - Invoice number
    - Each invoice must have a different invoice number. If you do not have a numbering system you may use the date as the invoice number. (Example: 011722)
  - Purchase order number (this comes once subcontract is fully signed)
  - Bill to: University of Southern Maine  
Attn: MRTQ PDN  
34 Bedford Street  
Portland ME 04101
  - Payable to: Trainer's name and mailing address

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(SAMPLE) "INVOICE" or "BILL"

Invoice date: 01/17/22

Invoice number: 1234 (or date format 011722)

PO#: 61004XXXXX

Bill to: University of Southern Maine  
Attn: MRTQ PDN  
34 Bedford Street  
Portland ME 04101

Payable To: Trainer's Name  
Trainer's address 1  
Trainers address 2  
City, ME zip

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3. Include the following information in the body of your invoice:

- Item
- Training Dates
- Training Description (full, half, or partial payment)
- Balance Due

(SAMPLE)

Item	Training Dates	Training Description	Total
Training	Start Date - End Date	Facilitation of MRTQ Training – (Name of Training)	\$1650.00
Content Review	Start Date - End Date	Reviewed Curriculum for (Name of training)	\$55.00
Training	Start Date - End Date	Half facilitation of MRTQ Training- (Name of Training)	\$825.00

**Balance Due: \$2530.00**

Use your Lump Sum Payment document from your contract (see Appendix I) to determine your amounts. If you plan to invoice halfway through your work instead of at the end, you can split your lump sum in half. Payments are made to subcontractors no earlier than 30 days after receipt of invoice and cannot be submitted for future work not yet completed. If you have questions about this process please email [mrtq.training@maine.edu](mailto:mrtq.training@maine.edu).



## Appendix I: Lump Sum Payment Sheet

**Lump Sum** is general payment for facilitation of a training an Approved Trainer has already facilitated.

**Content Orientation** is added to Lump Sum if an Approved Trainer is facilitating the content for the first time or if MRTQ has deemed significant updates to a training.

**Transitional Rate** is for Transitional Trainers who are both participating as a student and learning how to facilitate during their Transitional Training with an Approved Trainer.

Training Name	Lump Sum	Content Orientation	Transitional Rate
Caring for Infants & Toddlers & Their Families	1650	82.50	825
Collaborating with Others to Support Inclusion	660	55	330
Creating Equitable Early Learning Communities	1100	55	5500
Creating Inclusive Youth Development Settings	1650	82.50	825
Creating Quality Outdoor Spaces	1400	82.50	700
Designing Early Learning: Curriculum and Assessment in Preschool	1870	82.50	935
Early Childhood Education: Theory to Practice	495	27.50	247.50
Engaging in Professional Development with Adult Learners	990	55	495
Environments in Early Care & Education	1650	82.50	825
Foundations of Coaching	825	55	412.50
Foundations of Collaborative Consultation	825	55	412.50
Foundations of Health, Wellness, & Safety	990	55	495
Foundations of Mentoring	825	55	412.50
Foundations of Peer-to Peer Networks	825	55	412.50
Foundations of Relationship Based Technical Assistance	990	55	495
Foundations of Universal Design	660	55	330
Inclusive Child Care	990	55	495
IT MELDS	1650	82.50	825
Links to Learning: Curriculum Planning in Out-of-School Time	2475	110	1237.50
Maine Child Care Leadership 1	1650	82.50	825
Maine Child Care Leadership 2	1650	82.50	825
Maine Child Care Leadership 3	1650	82.50	825
MELDS	1650	82.50	825
Partners in Caring: Families & Caregivers	825	55	412.50
Positive Support and Challenging Behaviors	825	55	412.50

Social and Emotional Learning – Birth to Age 5	990	55	495
Strengthening Business Practices	1292.50	82.50	646.25
Stress Happens: Transforming Your Relationship to Stress	330	27.50	165
Working with School-Age Children and Youth	1650	82.50	825

## Appendix J: Mandated Reporter Policy

### **Maine Roads to Quality Professional Development Network** **Mandated Reporting Policy**

**Rationale:** Given the nature of Maine Roads to Quality Professional Development Network (MRTQ PDN)'s work, it is possible that MRTQ PDN staff may experience a situation in which there is suspected abuse or neglect of a child, a policy and protocol which provides clarity on MRTQ PDN's staff's responsibilities in these situations is necessary.

**Purpose:**

As an organization contracted with the Department of Health and Human Services Office of Children and Family Services, MRTQ PDN staff and its subcontractors are considered mandated reporters of child abuse and neglect. As such, MRTQ PDN staff shall comply with [Maine Statute 4001: Reporting of Suspected Abuse or Neglect](#)

The purpose of this policy is to ensure that the MRTQ PDN staff and subcontractors have appropriate knowledge of Maine's Child Abuse and Neglect Reporting Statute, receive State-approved mandated reporter training at least every 4 years, are familiar with MRTQ PDN's protocol for reporting suspected abuse or neglect, and follow that protocol should they have reasonable cause to suspect that a child has been or is likely to be abused or neglected or that a suspicious child death has occurred.

**Policy**

**Mandated Reporter Training**

**MRTQ PDN Employed Staff**

All staff shall complete a DHHS-approved mandated reporter training at least every four years. As feasible, the training will be completed as a group, at a regularly scheduled MRTQ PDN staff meeting, and facilitated by a DHHS-approved trainer. If a group training is not feasible, staff members shall independently complete the online [State of Maine Mandated Reporter Training](#) or other DHHS-approved mandated reporter training (i.e. [iLookout](#)) within the four-year cycle. Documentation of training completion shall be maintained by the staff member and submitted with the staff member's direct supervisor.

New MRTQ PDN staff members shall comply with the mandated reporter training requirement by completing one of the following:

- Submitting documentation that they have previously completed a DHHS-approved mandated reporter training and that the date of the previously completed training is less than 4 years from the anticipated date of the next MRTQ PDN group mandated reporter training
- Completing the online [State of Maine Mandated Reporter Training](#)
- Participating in the next MRTQ PDN group mandated reporter training if that training will occur within 3 months of the new staff member's date of hire

### MRTQ PDN Subcontractors

Prior to the finalization of their initial and subsequent contract, MRTQ PDN subcontractors must attest that they have completed a DHHS-approved mandated reporter training within the past 4 years and that they will remain current with that training for the duration of their contract with MRTQ PDN. Documentation of training completion shall be maintained by the MRTQ PDN subcontractor.

### **Individual Responsibility to Report**

When a MRTQ PDN staff member or subcontractor has reasonable cause to suspect that a child has been or is likely to be abused or neglected or that a suspicious child death has occurred, the direct supervisor or MRTQ PDN staff member who oversees their work must be notified. However, a report should not be unduly delayed if the direct supervisor or MRTQ PDN staff member is unavailable. When circumstances dictate that a report must be made immediately, a notification may occur after a report has been made.

The determination that a specific situation is reportable must be made by the individual staff member or subcontractor who first developed reasonable cause to suspect that a child has been or is likely to be abused or neglected or that a suspicious child death has occurred. Agreement on the part of the direct supervisor or MRTQ PDN staff member who oversees the work of a subcontractor is not required for a report to be made. In addition, a direct supervisor or MRTQ PDN staff member who oversees the work of a subcontractor shall not direct an individual *not* to report if the individual feels a specific situation rises to the level of mandated reporting.

### **Confidentiality**

MRTQ PDN staff members and subcontractors must maintain the confidentiality of MRTQ Registry data and the educational records of training participants in accordance with the Family Educational Rights and Privacy Act (FERPA) and that access to related information is limited to those for whom access is necessary for the performance of their official duties. MRTQ PDN staff members and subcontractors should refrain from including personally identifiable information or information that may identify a specific program in written communications, such as emails and texts.

### **Mandated Reporter Procedure**

Please refer to the MRTQ PDN Mandated Reporting Procedure.

## Appendix K: Mandated Reporter Procedure

### **Maine Roads to Quality Professional Development Network Mandated Reporting Procedure**

When a MRTQ PDN staff member or subcontractor has reasonable cause to suspect that a child has been or is likely to be abused or neglected or that a suspicious child death has occurred, the staff member or subcontractor shall:

1. Notify their direct supervisor or, in the case of a subcontractor, the MRTQ PDN staff member who oversees their work
2. Make a timely report to Child Protective Intake at 1-800-452-1999
3. Provide copies of relevant documentation to their direct supervisor or MRTQ PDN staff that oversees their work and ensure that the confidentiality of that documentation.
4. Be available to investigators as needed.
5. Provide updates to their direct supervisor or MRTQ PDN staff member who oversees their work.

Both MRTQ PDN staff members and subcontractors are highly encouraged to contact their direct supervisor or staff member that oversees their work for any needed clarification on the content of this procedure.