

State Training Approval Scoring Rubric – Temporary Process Guidance

The Training Approval Scoring Rubric is used to evaluate training applications based on standardized criteria. Each application is assessed in three key areas: Organization, Content, and Presentation—all of which contribute to the overall quality and effectiveness of the training program.

Scoring Criteria

Reviewers will assign a score of 0, 3, or 5 to each criterion within the rubric based on how well the training materials meet expectations:

- 5 – Excellent: The training materials fully meet or exceed expectations.
- 3 – Satisfactory: The materials generally meet the criteria but have notable areas for improvement.
- 0 – Needs Improvement: The materials do not meet the required standards.

If a criterion receives a score of 0 or 3, reviewers will provide feedback to explain what improvements are needed. If the training application is denied, this feedback will serve as guidance for revisions before resubmission.

Approval Requirements

To be approved, the training application must meet the following score requirements:

1. Overall Score Requirement:
 - The average total score from both reviewers (all rubric sections combined) must be at least 59 points, with a maximum possible score of 75 points.
2. Content Section Requirement:
 - The Content section score from each reviewer must be at least 29 points but no more than 35 points.
 - Content Score from Reviewer #1: 29-35 points
 - Content Score from Reviewer #2: 29-35 points

If a training application does not meet these thresholds, it will not be approved.

Applicants will receive feedback on areas needing improvement, allowing them to revise and resubmit their materials for reconsideration.

This scoring process ensures that all training programs meet the necessary quality standards for approval.

Additional information:

Learning content must not conflict with the Child Care Licensing Laws and Regulations.

State Approval excludes trainings;

- Containing religious content
- Conducted for the purpose of selling materials
- In the form of concerts or plays with no direct learning instruction to participants
- Containing instruction on making toys, puppets or books to be used in the children's learning environment as the safety of the materials cannot be determined (i.e., Make It/Take It)

- In the form of on-line activities/training without required participation, instructor interaction, and learner assessment
- In the form of videos without group interaction/instruction
- In the form of on-line activities that do not have CEUs or Credit Hours issued by an Accredited Institute of Higher Education
- Intended for a general audience, such as “parents”; activities must address the needs of child care workers/professionals
- Intended for the high school level or below
- Training content that is less than one hour of instruction time.

ORGANIZATION CRITERIA	
All written materials submitted use quality writing, grammar, spelling, and mechanics.	<p>Guidance: Carefully review the submitted materials for errors. If multiple sections have mistakes, lean toward a lower score. Exceptional clarity and error-free documents should receive a 5.</p> <ul style="list-style-type: none"> • Score 0: Materials have more than 6 errors in grammar, spelling, or mechanics. Poor writing quality throughout. • Score 3: Materials have a few errors but are generally readable. • Score 5: All materials are free of errors and are clearly written.
The training description, learning objectives, content, and activities are consistent with one another throughout the training materials.	<p>Guidance: Check if the training description, objectives, and activities all align logically. If the description doesn't match the activities, give a lower score.</p> <ul style="list-style-type: none"> • Score 0: Inconsistencies exist between the objectives, content, and activities. • Score 5: All elements are completely consistent
Specifies realistic and measurable learning objectives and each aligns with a Kansas Core Competency	<p>Guidance: Verify that objectives are measurable (use verbs like "identify" or "demonstrate"). Objective verbs should align with the KS Core Competency level verbs. Reference Bloom's Taxonomy for verb levels.</p> <ul style="list-style-type: none"> • Score 0: Objectives are not realistic, measurable, or aligned with Kansas Core Competencies. • Score 5: Objectives are realistic, measurable, and aligned with core competencies.
Primary reference/resource cited is reputable, published within 7 years, and appropriate for use as the	<p>Guidance: Check the publication date and reliability of the primary reference. Is the primary reference a reputable source for early childhood?</p> <ul style="list-style-type: none"> • Score 0: The primary reference is outdated or unreliable (such as a blog post)

<p>foundation of training content.</p>	<ul style="list-style-type: none"> • Score 5: The primary reference is current (within 7 years) and reputable.
<p>Timeline reflects adequate time for content, activities, and evaluation (excluding breaks).</p>	<p>Guidance: Evaluate the provided timeline for feasibility based on the content and activities. Training time cannot be less than 60 minutes. Training time cannot include break times.</p> <ul style="list-style-type: none"> • Score 0: Time allocated for training content is insufficient. • Score 3: Time allocation is somewhat adequate. • Score 5: Time is well-distributed across all activities.
<p>CONTENT CRITERIA</p>	
<p>Training description clearly explains the content of the training, the appropriate audience, the benefits to the participants, and if applicable if the content meets specific requirements. (annual health and safety and how many hours of the content apply)</p>	<p>Guidance: Assess whether the description provides a clear overview of who the training is for and how it benefits them.</p> <ul style="list-style-type: none"> • Score 0: Description does not explain the training, audience, or benefits. • Score 3: Description somewhat covers the content, audience, and benefits. • Score 5: Clear explanation of content, audience, and benefits.
<p>The Application for Approval provides sufficient information specific to the training content, KS Core Competencies, learning objectives, and activities.</p>	<p>Guidance: Look for detailed descriptions of the content, learning objectives, and activities</p> <ul style="list-style-type: none"> • Score 0: The application lacks sufficient information. • Score 5: All relevant information is provided
<p>The Application for Approval incorporates learning objectives and activities to measure learning.</p>	<p>Guidance: Ensure that the application includes methods and activities to evaluate whether learners achieve the objectives.</p> <ul style="list-style-type: none"> • Score 0: No objectives or activities are provided to measure learning. • Score 5: Clear alignment of learning objectives to activities to measure learning.
<p>Addresses the targeted Kansas Core Competency area(s).</p>	<p>Guidance: Ensure that the learning objectives, methods, and activities addresses the identified Kansas Core Competency.</p> <ul style="list-style-type: none"> • Score 0: Content does not match the Kansas Core Competency areas. • Score 5: Content is clearly aligned with core competencies
<p>The Application for Approval provides information explaining how the course</p>	<p>Guidance: Review the explanation of how the content addresses inclusionary practices included in the Application for Approval.</p>

addresses inclusionary practices.	<ul style="list-style-type: none"> • Score 0: No explanation of inclusionary practices. • Score 5: Clear explanation of how inclusion is addressed
The <i>Application for Approval</i> provides information explaining how the course addresses principles of cultural responsiveness.	<p>Guidance: Review the explanation of how the content addresses principles of cultural responsiveness included in the Application for Approval</p> <ul style="list-style-type: none"> • Score 0: No reference to cultural responsiveness. • Score 5: Detailed inclusion of cultural responsiveness
Content and learning objectives reflect current national standards/guidelines, regulations, and/or best practices for early care and education.	<p>Guidance: Verify that the content is up-to-date with national or state guidelines for the relevant field</p> <ul style="list-style-type: none"> • Score 0: Content does not reflect national standards. • Score 5: Training aligns with current national standards and best practices
PRESENTATION CRITERIA	
The pace, flow, and training activities are appropriate for the topic and length of the training.	<p>Guidance: Look at how well the content is organized and if the time spent on activities is balanced</p> <ul style="list-style-type: none"> • Score 0: Pace and flow are not appropriate. • Score 5: Pace, flow, and activities are entirely appropriate
Training content clearly connects to practical application and meets the needs of professionals in the workforce.	<p>Guidance: Ensure that the content and activities help professionals apply knowledge to real-world situations</p> <ul style="list-style-type: none"> • Score 0: Content does not connect to practical application. • Score 3: Some connection to practice, but it is vague. • Score 5: Clear and strong link to practical application
Methods of delivery clearly reflect a variety of learning styles, are appropriate for adult learners, and promote active learning.	<p>Guidance: Look for different types of instructional methods (e.g., visual aids, discussions, hands-on activities)</p> <ul style="list-style-type: none"> • Score 0: No variety in learning methods. • Score 3: Some variety but not fully engaging. • Score 5: Uses diverse methods appropriate for adult learners
Verification and Agreements Section	

<p>Review of Developer’s Competence for this training topic</p>	<p>Guidance: This section assesses whether the developer’s experience supports their capability to create content for the specified training topic. Based on the developer’s self-reported experience in the Application for Approval, select “Demonstrates” if the experience clearly aligns with and supports the training topic. Select “Does Not Demonstrate” if the experience does not sufficiently indicate competency in this area.</p> <p>Comments: If rated “Does Not Meet”, provide any relevant information to support the rating.</p>
<p>Review of Online Training Delivery Format Requirement</p>	<p>Guidance: Learning content must not conflict with the Child Care Licensing Laws and Regulations. State approval excludes learning activities/training:</p> <ul style="list-style-type: none"> • In the form of on-line activities/training without required participation, instructor interaction, and learner assessment • In the form of videos without group interaction/instruction – learners must be able to ask the trainer questions during the online training. • In the form of online activities that do not have CEUs or Credit Hours issued by an Accredited Institute of Higher Education <p>Unless the participants can interact with the trainer during the online portion, it does not meet "activities/training without required participation, instructor interaction" or "videos without group interaction/instruction"</p> <p>Choose “Meets” if all three criteria are fulfilled. Select “Does Not Meet” if any engagement requirement is lacking.</p> <ul style="list-style-type: none"> • Note: If “Does Not Meet” is selected, the application will be denied for online delivery approval. <p>Comments: Detail any aspects of the online training format that do or do not meet the engagement requirements. Describe specific strengths or gaps in the format based on your assessment.</p>
<p>Review of Special Training Requirements and Hours</p>	<p>Guidance: This section verifies whether the training aligns with specific KDHE training requirements based on the target audience and training purpose.</p>

	<p>Each special requirement has distinct criteria and must align with details in the application:</p> <p>After reviewing each section, enter the specific number of hours that align with each requirement.</p> <p>Comments: Include any relevant details or observations that support your rating, such as examples of how the content addresses the training requirement, or areas for improvement.</p>
<p>Infant Specific Training Requirement</p>	<ul style="list-style-type: none"> • Select “Meets” if the objectives, description, and professional role clearly indicate the training is designed for infant care (birth-15 months). Ensure hours align with the KS Core Competency table and Activity Time.
<p>Director/Administrator Training Requirement</p>	<ul style="list-style-type: none"> • Select “Meets” if the training is clearly targeted to directors or administrators, as supported by objectives, description, and role information. Hours should align with the KS Core Competency table and Activity Time.
<p>Annual Health and Safety Training Requirement</p>	<ul style="list-style-type: none"> • Choose “Meets” if the objectives and description clearly reference one of the federally required annual health and safety topics (see Health and Safety Federally Required Topics table). Hours should match those specified in the KS Core Competency table and Activity Time.
<p>Reviewer Verification and Agreements</p>	<p>Guidance: This section formalizes your role as a reviewer by acknowledging that you have completed a thorough, fair, and confidential review of the training application. Carefully read each statement below, and then select “I agree” to confirm your understanding and acceptance.</p>