MSU Early Childhood Project

Quarterly Report
**Fiscal Year 2025: Oct 1, 2025 - Sept 30, 2026**
Q1: October 1, 2025 - December 31, 2025

Goal I: Promote professional development options for early childhood practitioners through continuous quality improvement efforts and data analysis.

Objective 1: Ensure a robust system of professional development opportunities to be available in Montana.

Training Events	Approved	College Credit *	Individual Request *	Cancelled	Denied	Total
Q1	245	37	477	20	1	780
Q2						0
Q3						0
Q4						0
Total	245	37	477	20	1	780

* In this table, College Credits and Individual Requests represent events that must be manually approved and uploaded by ECP Staff.
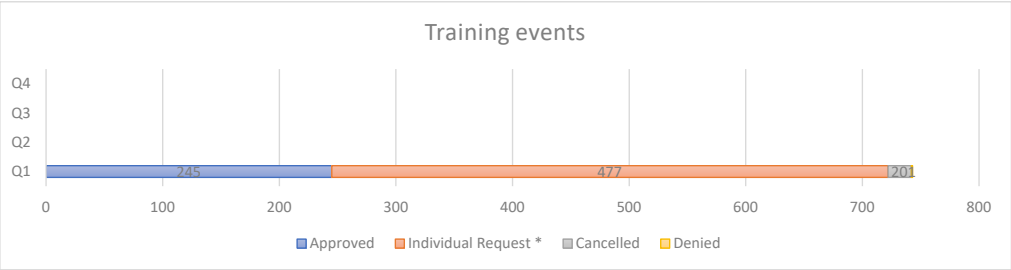

Approved Training Event Type	In-Person	Distance	Total
Q1	125	181	306
Q2			0
Q3			0
Q4			0
Total	125	181	306

Diverse training modalities are approved and available to providers in Montana.
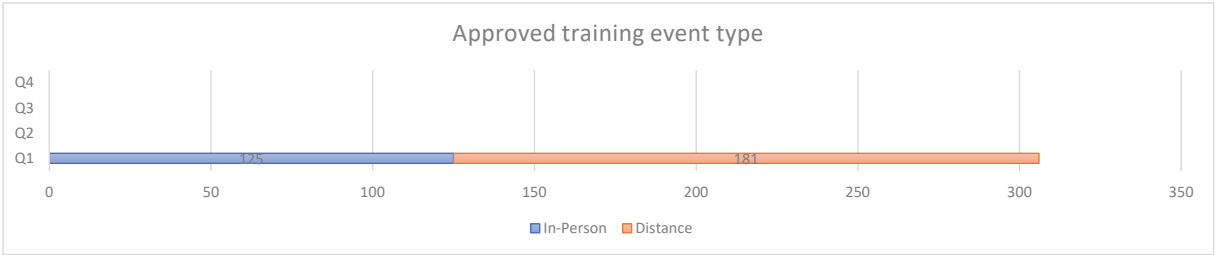
Individual Requests Level	Beginning	Intermediate	Advanced	Total
Q1	473	0	4	477
Q2				0
Q3				0
Q4				0
Total	473	0	4	477

This table tracks the use of a policy update allowing users to select course level when submitting individual training requests.
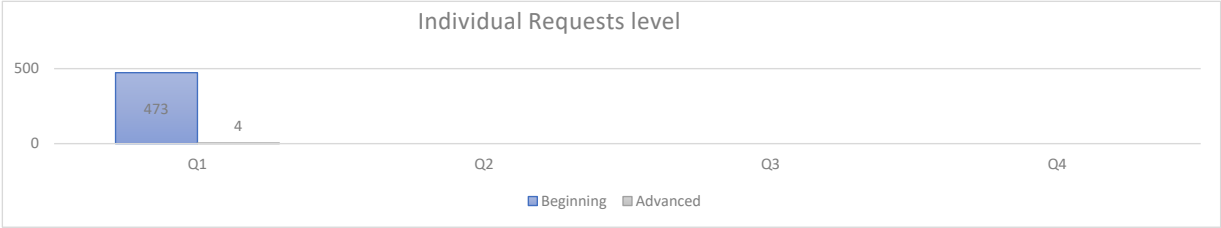
Approved Training Event Level	Beginning	Intermediate	Advanced	Total
Q1	142	129	35	306
Q2				0
Q3				0
Q4				0
Total	142	129	35	306

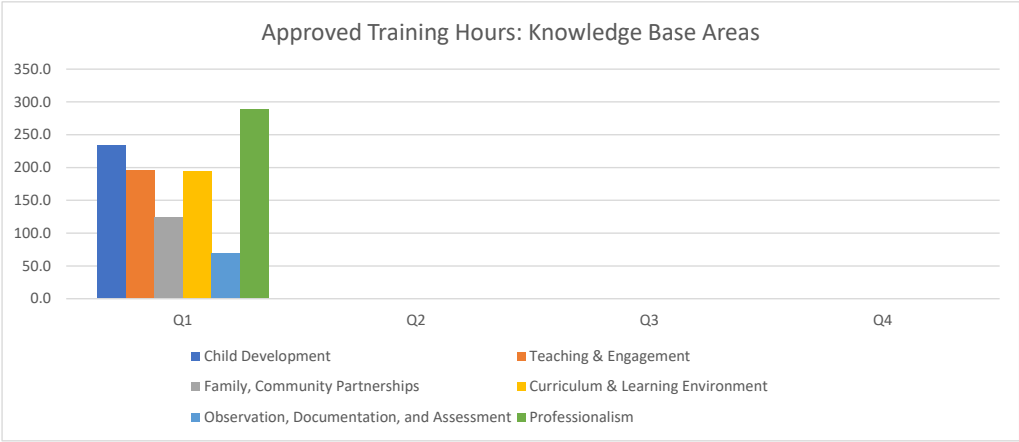Training events at all levels were available to providers.
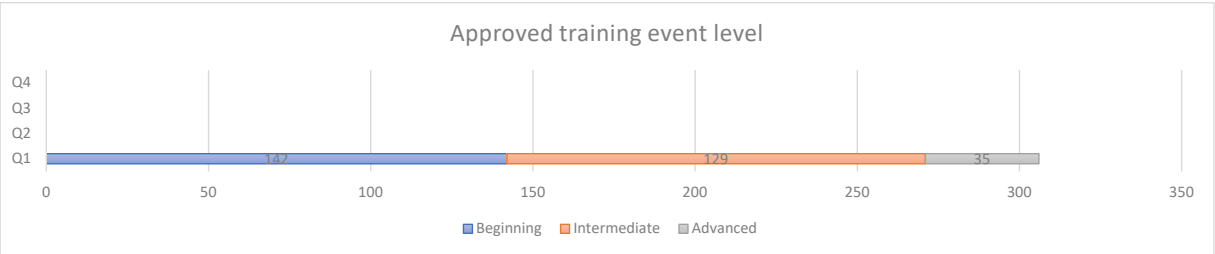
Objective 2: Support growth of Professional Development Specialists to improve the knowledge, skills and professional development for early childhood traininers and the quality of training offered

Professional Development Specialist (PDS)	Submitted applications	Finalized applications
Q1	52	32
Q2		
Q3		
Q4		
Total	52	32

Current PDS Trainer	Count
Q1	118
Q2	
Q3	
Q4	
Total	118

Objective 3: Ensure trainings of all knowledge base areas are available for practitioners through the Professional Development Approval System.

Approved Training Hours: Knowledge Base Areas	Child Development	Teaching & Engagement	Family, Community Partnerships	Curriculum & Learning Environment	Observation, Documentation, and Assessment	Professionalism	Total hours
Q1	234.0	196.5	123.5	195.0	70.0	289.0	1108.0
Q2							0.0
Q3							0.0
Q4							0.0
Total	234.0	196.5	123.5	195.0	70.0	289.0	1108.0

Approved Training Hours: Knowledge Base Areas

- Child Development
- Teaching & Engagement
- Family, Community Partnerships
- Curriculum & Learning Environment
- Observation, Documentation, and Assessment
- Professionalism

Goal II: Promote and incentivize workforce development, professional recognition, and program quality improvement through the Practitioner Registry

Objective 1: Promote the importance of the registry and career planning to continue to professionalize the field of Early Childhood

Practitioner Registry (PR)	Submitted applications	Finalized applications
Q1	1,496	1,336
Q2		
Q3		
Q4		
Total	1,496	1,336

PR application processing
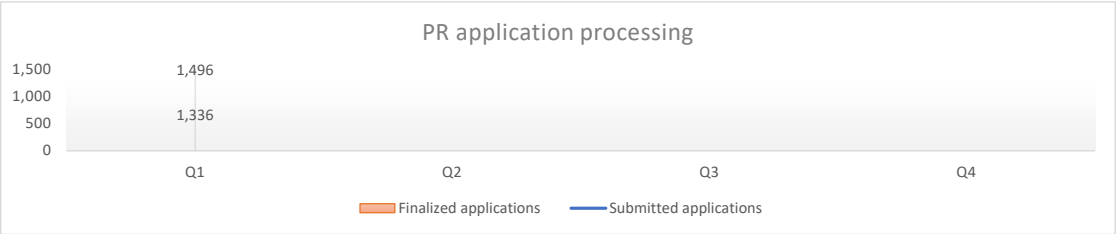
Current PR Levels	Count
Membership	549
Level 1	1,798
Level 2	769
Level 3	348
Level 4	555
Level 5	673
Level 6	188
Level 7	36
Level 8	169
Level 9	73
Level 10	3
Total	5,161
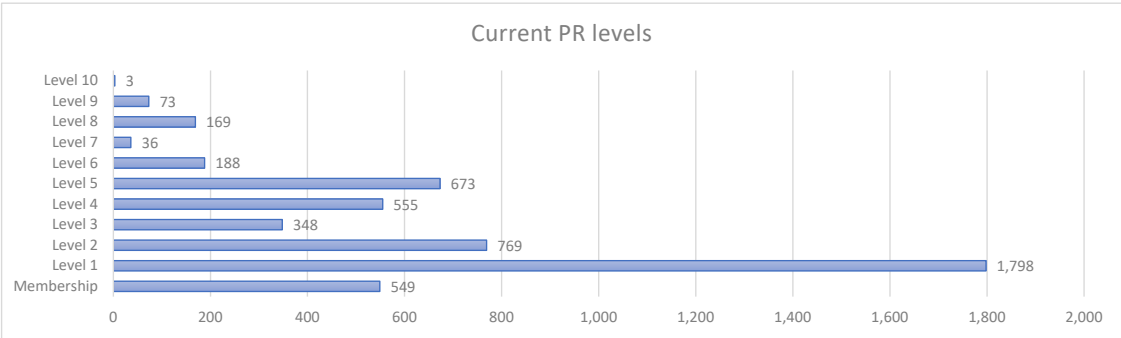
Current PR levels

Over half (54.5%) of the current practitioner registry has earned Level 2 or higher.

Current DC Levels	Count
DC Level I	41
DC Level II	10
DC Level III	12
Total	63

Director Credential (DC)	Submitted applications	Finalized applications
Q1	35	13
Q2		
Q3		
Q4		
Total	35	13

Current DC levels
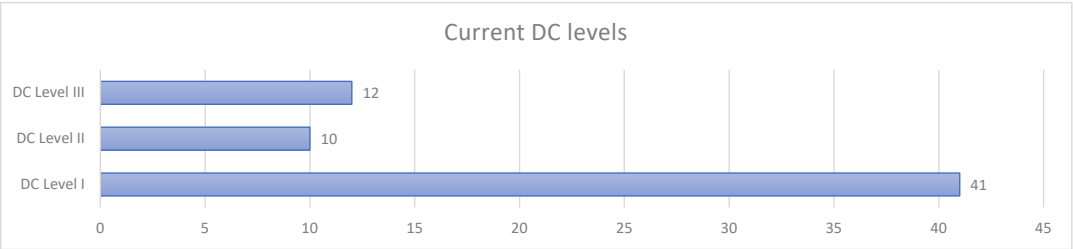
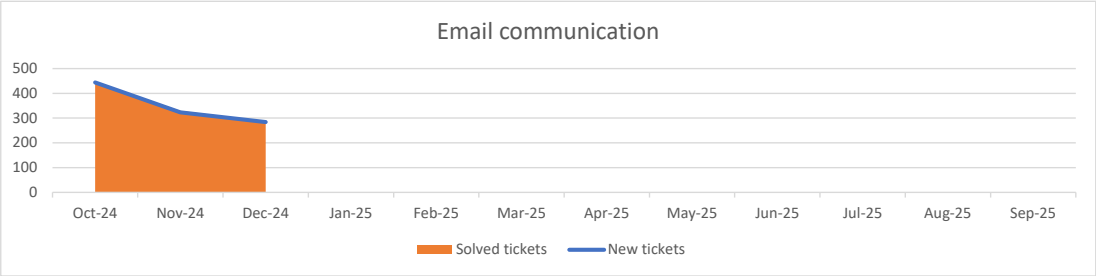Objective 2:   Conduct strategies to support Practitioner Registry participation

Phone communication	Number of incoming calls	Number of outgoing calls	Total call duration	Average call duration
Oct-25	499	35	6:44:12	0:03:18
Nov-25	474	32	6:19:14	0:03:17
Dec-25	297	13	5:26:14	0:03:11
Jan-26				
Feb-26				
Mar-26				
Apr-26				
May-26				
Jun-26				
Jul-26				
Aug-26				
Sep-26				
Total				

Email communication via Zendesk	New tickets	Solved tickets	Average satisfaction rating	Percent tickets satisfaction rated	Average first reply time (mins)
Oct-24	444	446	93.4%	13.7%	30
Nov-24	323	329	93.1%	8.9%	31
Dec-24	284	287	83.3%	8.4%	29
Jan-25					
Feb-25					
Mar-25					
Apr-25					
May-25					
Jun-25					
Jul-25					
Aug-25					
Sep-25					
Total					

Objective 3:   Maintain Professional Development Records (PDRs) for staff in licensed/registered child care facilities
and other professionals current on the Registry

New accounts created (with access to PDRs)	Number of accounts
Q1	488
Q2	
Q3	
Q4	
Total	488

Objective 4: Coordinate program scholarships to achieve national accreditation

NAEYC	Number approved	Amount
Q1	0	$0.00
Q2		
Q3		
Q4		
Total		

NAFCC	Number approved	Amount
Q1	0	$0.00
Q2		
Q3		
Q4		
Total		

Objective 5: Promote and process workforce incentives to support professional development

Please see the appendix for more detailed visualizations of childcare apprentices in Montana.

PDIA-HE	Number approved	Amount Allocated	Amount Awarded
Q1	0	$0.00	$0.00
Q2			
Q3			
Q4			
Total			

Award for Achievement of High School Equivalency (new per quarter)	Number approved	Amount
Q1	0	$0.00
Q2		
Q3		
Q4		
Total		

CDAs Earned	Family Child Care	Infant / Toddler	Pre-School	Total
Q1	1	9	4	14
Q2				
Q3				
Q4				
Total	1	9	4	14

Three of the nine Infant Toddler CDAs were earned by Apprentices in the CDA Registered Aprenticeship Program.

Pre-Apprenticeship	Number Enrolled	Total Amount
Q1	0	$0.00
Q2		
Q3		
Q4		
Total		

Apprenticeship (new per quarter)	Number Enrolled	Total
Q1	12	31
Q2		
Q3		
Q4		
Total		

Current Active Apprentices	MECAP	CDA Apprenticeship	Count
Q1	19	12	31
Q2			0
Q3			0
Q4			0
Total	19	12	31

A webinar for FCS teachers and how to create trainings will be held in January of 2026.

Objective 6: Utilize marketing materials and other strategies to educate about Career Development services and programs
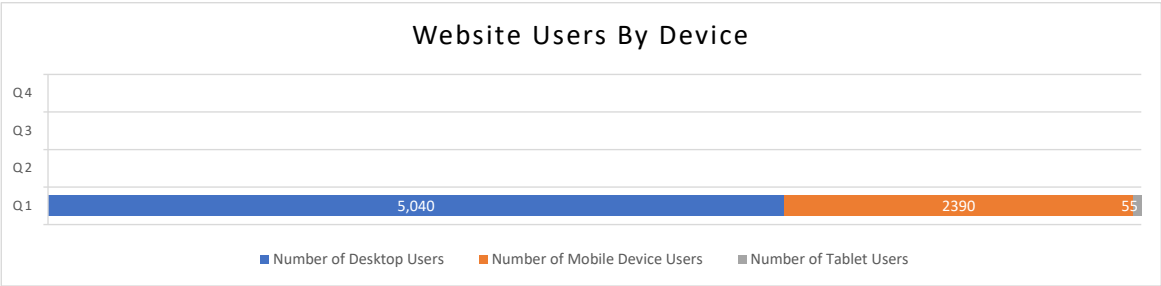
Tidbits	Number of recipients
Oct-25	4,524
Nov-25	4,573
Dec-25	4,569
Jan-26	
Feb-26	
Mar-26	
Apr-26	
May-26	
Jun-26	
Jul-26	
Aug-26	
Sep-26	

Tidbits recipients
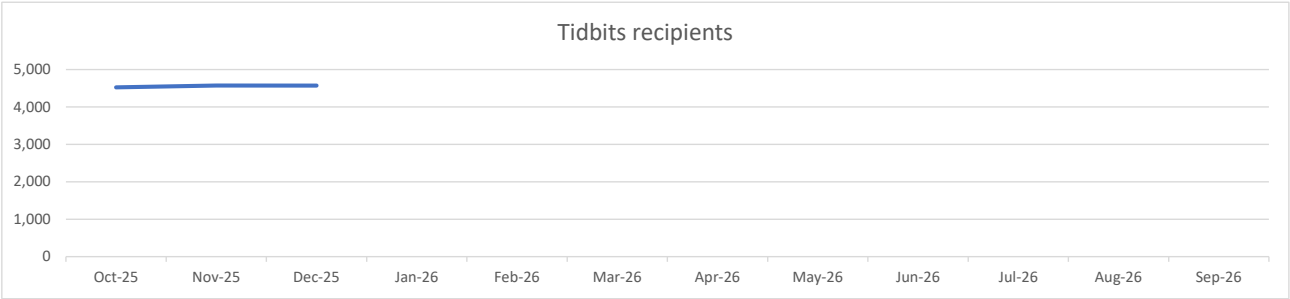
MT ECP's newsletter, "Tidbits" was disseminated to over 88% of Practitioner Registry members in the first quarter.

Website Use by Device	Number of Desktop Users	Number of Mobile Device Users	Number of Tablet Users	Total Users
Q1	5,040	2390	55	7485
Q2				
Q3				
Q4				
Total	5,040	2390	55	7485

Desktop device is the predominant method of accessing ECP Website. Website development and support remain a top priority for supporting EC Workforce and community.

Website Users By Device

PDS Newsletter	Number of recipients
Feb-25	102
May-25	108
Aug-25	110
Nov-25	109

ECP Mobile Application	Android Installed Audience	Apple Installed Audience
Q1	104	328
Q2		
Q3		
Q4		
Total	104	328

MT ECP App is rated 5 stars as of Q1

MT ECP Mobile App Installed Audience iOS/Android
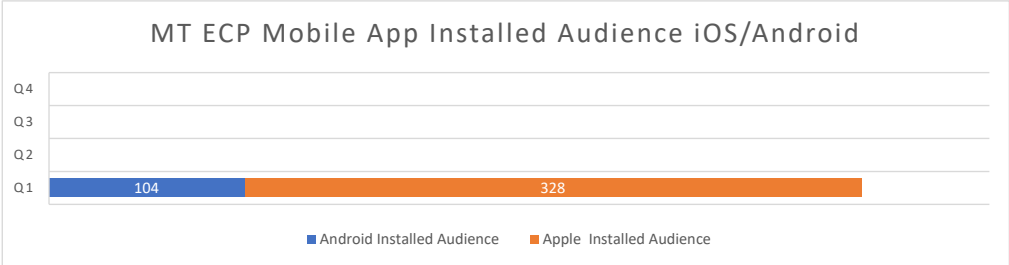
Goal III: Enhance data collection and reporting capabilities to inform policy and practice more effectively around professional development and the workforce

Objective 1: Participate in data collection and sharing to inform administrators, policy makers and researchers at state and national levels about the early childhood workforce and professional development in Montana

Objective 2: Coordinate with Registry Consortium and assure best practice standards for data management and reporting by maintaining membership with NWRA Per (National Workforce Registry Alliance, Partners in Employment Reporting)

Goal IV: Collaborate with partners to promote an early childhood comprehensive system in Montana

Objective 1: The practitioner registry and professional development will be an integral part of the CCDF system for Montana Child Care Providers.

Objective 2: Educate the comprehensive system stakeholders about the goals of Child Care Development Funds and Montana's current state plan and increase understanding of how those goals fit into the larger system.

Objective 3: Convene the Career Development Advisory Board (CDAB) and its committees to guide operation and direction of the career development program and ECP

Objective 4: Actively participate on advisory groups and management teams to promote collaboration

Goal VI: Maintain MSU relationships and operate within MSU policies and procedures

Objective 1: Ensure MSU understands the mission of Early Childhood Family Support Division and ensure the mission of ECP align

Montana Early Childhood Project Policy Updates & Accomplishments:

Quarter 1:

Professional Development Incentive Award (PDIA) – Higher Education

Purpose: The Professional Development Incentive Award (PDIA) supports Montana's early childhood professionals in achieving their higher education goals. This award is designed to improve the quality of early care and education for young children and families by promoting coursework, certificate, and degree attainment in the field of early childhood education.

Policy: Includes updated eligibility requirements, application periods, and award selection / payment processes.

Available online at MT ECP website within Incentives, under the header "Professional Developmetn Incentive Award-Higher Education (https://www.mtecp.org/incentive-program/)

Badge Incentive Policy

Purpose: The Badge Incentive Program is designed to recognize and reward early childhood professionals who complete designated professional development badges aligned with state priorities. Eligible participants may receive a one-time incentive payment upon meeting the requirements outlined below.

Incentive Overview

Eligible individuals who complete a selected badge will receive a congratulatory email from the Early Childhood Project (ECP). This notification will also contain information about the criteria for receiving the incentive payment and provide instructions for next steps.

Eligibility Requirements

To qualify for the Badge Incentive, the following criteria must be met:
1. Verified Badge Completion: Completion of the selected badge must be verified through the Practitioner Registry.
2. Current Licensing Status: The recipient must be an approved caregiver with licensing at the time of both badge attainment and incentive payment.
3. W-9 Submission: A completed W-9 form must be submitted to the Early Childhood Project within 30 days of the eligibility notification email.

Badge Selection and Funding
- The badges eligible for an incentive will be determined annually.
- Eligible badges may change each fiscal year based on state priorities and available funding.
- Incentives are available on a first-come, first-served basis and are not guaranteed once funds are expended.

Additional Notes
- Only one incentive payment may be issued per eligible badge per fiscal year.
- Failure to submit the required W-9 within the stated timeline will result in loss of eligibility.
- Payments are processed at the end of the 30-day deadline and will take 8-12 weeks to be processed and sent to the applicant.

Updated Pathway to PDS went live on October 29, 2025
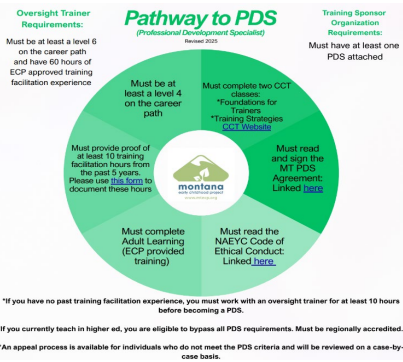
Full pdf of Pathway to PDS can be found on ECP's website at: https://www.mtecp.org/media/3ekdjg2f/pathway-to-pds.pdf

Appendix : Apprentice Data Visuals

Source

MT DLI Calculation of RAPIDs Data Extracted 11/01/2025

Active Childcare Apprentices

New Childcare Apprentices

Cancelled Childcare Apprentices

Completed Childcare Apprentices

New Childcare Apprentices by Age Group

New Childcare Apprentices by Race

New Childcare Apprentices by Gender

Number of Apprentices (y-axis), Year (x-axis: 2020, 2022, 2024, 2026)

Gender
- Not Available

Values shown: 9, 1, 1, 1, 6, 1, 3, 2, 2, 4, 2, 4, 1, 2, 2, 3, 11, 4, 3, 1

New Childcare Apprentices by Veteran Status

Number of Apprentices (y-axis), Year (x-axis: 2020, 2022, 2024)

Veteran
- Non-Veteran
- Not Available

Values shown: 10, 9, 10, 1, 4, 3, 20, 3, 1

Average Starting Wages by Exit Status

Average Wage (y-axis), Year (x-axis: 2021, 2022, 2023, 2024)

Exit Status
- Cancelled
- Completed

Average Exit Wages by Exit Status

Average Wage (y-axis), Year (x-axis: 2020, 2022, 2024, 2026)

Exit Status
- Cancelled
- Completed
- Not Exited

Cancelled Childcare Apprentices by Reason

Number of Apprentices (y-axis), Year (x-axis: 2020, 2022, 2024)

Reason
- Discharged/released
- Illness/death
- Left to accept other employment
- Left to accept related employment
- Not attending related instruction
- Program canceled by sponsor
- Program cancelled by registration agency
- Unsatisfactory performance
- Voluntarily quit

Values shown: 1, 1, 2, 2, 3, 2, 1, 1, 1, 1, 2, 2, 1, 1, 2, 3, 2, 1, 1, 1, 1, 1, 1