

Georgia Training Approval Reference Guide



A comprehensive guide for trainers of early care and education providers

Includes information about becoming a state-approved trainer and submitting trainings for approval

**GA TRAINING
APPROVAL**
for Early Care and Learning

BRIGHT
from the **START**
Georgia Department of Early Care and Learning

Developed by Georgia Training Approval. Georgia Training Approval is managed on behalf of Bright from the Start by the University of Georgia Center for Continuing Education. The system is funded by Bright from the Start, in part, through the Federal Child Care and Development Fund.

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Training Requirements for Early Care and Education Professionals

Georgia Training Approval is a system designed to review the qualifications and credentials of potential trainers as well as the training they wish to provide to ensure that continuing education for early care and education professionals is consistent with current child development research, uses sound adult learning principles, and promotes quality in developmentally appropriate programs for young children.

For full training requirements, see the **Bright from the Start: Georgia Department of Early Care and Learning Rules and Regulations:** <http://dec.al.ga.gov/ChildCareServices/RulesAndRegulations.aspx>

Please note that family day care homes and child care learning centers staff have different training requirements.

Annual Requirements

On an annual basis, all early care and education providers in Georgia are required to take 10 clock hours of training. Please consult the Bright from the Start [Child Care Rules and Regulations](#) for specific training requirements. Training topics *may* include, but are not limited to, the following:

- ♦ CPR/First Aid, disease control, cleanliness, basic hygiene, illness detection, or childhood injury control
Please note: CPR and First Aid Training do not go through the training approval process. These trainings must be offered by certified instructors or licensed health care professionals.
- ♦ Identifying, reporting, and meeting the needs of abused, neglected, or deprived children
- ♦ Nutrition planning, food preparation, serving, proper dishwashing, and food storage
- ♦ Child development, advancing physical and intellectual competence, and positive guidance
- ♦ Working with families, community relations, and marketing
- ♦ Program management, administration, and legal knowledge
- ♦ Personnel management and staff development



Entity Approval

Bright from the Start and Georgia Training Approval have established a process called Entity Approval that allows state and government institutions and agencies, colleges, and universities that offer training for child care licensing to post their training statewide in the training calendar at www.training.dec.al.ga.gov.

State and government institutions and agencies, colleges, and universities may apply to offer training for child care licensing credit to early care and education professionals in Georgia. Approval is granted to the department/program responsible for training, not to individuals. Individual trainer credentials will be the responsibility of the entity. See page 17 for more information.

Final review of Approved Entities will be completed by Bright from the Start. For more information about becoming an Approved Entity, contact Georgia Training Approval at (866) 425-0220 or TrainingApproval@georgiacenter.uga.edu.



A reminder about CEUs

Effective January 1, 2007, CEUs are no longer accepted by child care licensing as approved training counting toward the 10 hours training per year required for licensing.

For more information about licensing requirements, contact
Bright from the Start: Georgia Department of Early Care and Learning
at (888) 442-7735, or visit www.dec.al.ga.gov.

TRAINER DESIGNATION

Becoming a State-Approved Trainer

Individuals who wish to provide training for child care licensing credit must be approved with a trainer designation of Specialty Trainer, Trainer I, Trainer II, or Trainer III. Requirements for each of these designations are provided in the chart below.

Once you are approved with a trainer designation, every training you plan to provide must be submitted and approved in order for the training to count for licensing credit.

The **Specialty Trainer** designation is only for those **who do not meet the requirements for Trainer I, II or III** but who do have qualifications in a specialty field relevant to early childhood education, such as Special Needs/Inclusion, Health and Safety, or Administrative Management of Programs (see definition on reverse for more info). **ECE is not considered a specialty field.** The Trainer I, II, and III designations are for those who wish to provide training in ECE.

← Designations →

	Specialty Trainer <i>(see above)</i>	Trainer I	Trainer II	Trainer III
Basic Requirements	1. Trainer Orientation 2. Two professional letters of recommendation (dated & written within past 6 months)	1. Trainer Orientation 2. Two professional letters of recommendation (dated & written within past 6 months)	1. Trainer Orientation 2. Two professional letters of recommendation (dated & written within past 6 months)	1. Trainer Orientation 2. Two professional letters of recommendation (dated & written within past 6 months)
Education*	1. Bachelor's degree with a major/minor consistent with the specialty area - or - 2. Bachelor's degree (any field) and a professional license or credential relevant to the specialty area	1. Bachelor's degree in Early Childhood Education or Child Development - or - 2. Bachelor's degree with 225 clock hours of ECE/CD-related coursework	1. Bachelor's degree in Early Childhood Education or Child Development - or - 2. Bachelor's degree with 225 clock hours of ECE/CD-related coursework	1. Graduate degree in Early Childhood Education or Child Development - or - 2. Graduate degree with 225 clock hours of graduate-level ECE/CD-related coursework
Adult Learning*	40 clock hours of adult learning	N/A	N/A	N/A
Training for Trainers (TFT)	N/A	Training for Trainers I, 40 hours	1. Training for Trainers I, 40 hours - and - 2. TFT II, 20 hours	1. Training for Trainers I, 40 hours - and - 2. TFT II, 20 hours - and - 3. TFT III, 20 hours
Experience	3 years of experience relevant to specialty area as documented on a résumé	3 years of early care and education experience as documented on a résumé	3 years of early care and education experience as documented on a résumé	3 years of early care and education experience as documented on a résumé
Professional Development	N/A	N/A	Provided professional development for adults for at least 30 hours	Provided professional development for adults for at least 50 hours
Permitted Training Levels	Approved specialty area, Beginning Level only	1. Beginning Level 2. Intermediate Level (with having completed TFT II)	1. Beginning Level 2. Intermediate Level 3. Advanced Level (with having completed TFT III)	1. Beginning Level 2. Intermediate Level 3. Advanced Level

* All degrees and coursework must be from an **institution accredited by a CHEA or USDE recognized agency.**

Definitions

Adult Learning: The adult learning requirement refers to training you have *received* in how *adults* learn and process information. Transcripts or documentation of other professional development training may be used to meet this requirement.

Early Care and Education Experience: A total of three years of experience as reported on a résumé must be supervised, may be paid or unpaid, and must involve children or programs serving young children from birth through age five. Experience counts as either (1) **Direct** only or (2) a combination of **Direct** and **Indirect**. Indirect only experience will not sufficiently meet the experience requirement.

Direct Experience: If using a combination of direct and indirect experience, **at least one year (12 months)** in either of the direct experience options below must be included:

- Experience working directly with groups of young children from birth through age five
- Director of a center or family day care home (*Involves working on-site directly with children and adults in a child care setting on a day-to-day basis*)

Indirect Experience: May be used only in combination with at least one year of direct experience. Indirect experience includes:

- Experience as a technical assistance provider from a state or federally approved project to provide technical assistance as:
 - Inclusion coordinator or education coordinator
 - Conducted observations/assessments using nationally recognized instruments (*Applicant must have received training on instruments utilized*)
 - Other TA experience to be reviewed by Georgia Training Approval
- Experience teaching High School/College/University level early childhood or child development specific course

ECE/CD-Related Coursework: Degrees outside of Early Childhood Education or Child Development must include at least 15 semester hours or 25 quarter hours in early childhood education or child development related coursework. (Documentation of a total of at least 225 clock hours focused on child development content, i.e., CDA training, curriculum training of more than 15 hour segments, etc. can be substituted for some or all of the 15 semester or 25 quarter hours of related coursework.) Trainer III may only use graduate-level coursework.

Institution Accredited by a CHEA or USDE Recognized Agency: Degrees are accepted from institutions which are accredited by agencies recognized by the Council for Higher Education Accreditation (CHEA) or the United States Department of Education (USDE). Accredited institutions and their accrediting agencies can be found at www.ope.ed.gov/accreditation/Search.aspx. A list of agencies recognized by CHEA or USDE can be found at www.chea.org under “Recognition” and “CHEA and USDE Recognized Accreditors.”

Professional Development: Providing professional development to adults in the early childhood / child development field can include experience in supervisory roles, or as a trainer, co-trainer or part of a team approach to training, apprentice trainer, technical assistance provider, career advisor, or consultant. This experience should be documented on a current résumé.

Trainer Orientation: The orientation is a PDF presentation and online quiz that provides trainers with information about professional development and Training Approval in Georgia. To satisfy the orientation requirement, all applicants must answer questions that appear periodically throughout the presentation and submit their answers at www.training.decal.ga.gov.

Training for Trainers (TFT) I, II, III: This requirement may be met with state-approved Training for Trainers courses, or you may substitute other trainings to meet this requirement as long as they meet specific content requirements. The content requirements can be found in the document titled “Training for Trainers Requirement,” which can be found under “Resources” at www.training.decal.ga.gov.

About Specialty Trainers

The Specialty Trainer option is available for professionals who do not meet the requirements for Trainer I, II, or III but may have qualifications in one of the specialty areas listed below.

Specialty Trainer applicants will need to specify *one* specialty area. ****Early Childhood Education is not considered a specialty area.**** Approval for Specialty Areas is available in the following content areas:

Health and Safety
Special Needs/Inclusion
Social Work, Mental Health, and Family Services
Foods and Nutrition
Administrative Management of Programs

You may only provide trainings in the specialty area for which you are approved. If your degree or credentials indicate a specialty area more specific than those listed above, you will be approved only for the specific area in which you are qualified. For example, if you have a ServSafe certification, your approved specialty area will be “Foods and Nutrition – ServSafe only” and you will only be able to provide training in ServSafe topics.

Instructions for Completing the Trainer Designation Application

To complete the Trainer Designation Application, sign in to the website at www.training.decal.ga.gov (you will need to create an account if you have not already) and click **Become an Approved Trainer** in the blue menu bar across the top of the page.

Trainer Orientation

The Trainer Orientation is a PDF presentation and online quiz that provides trainers with information about professional development and Training Approval in Georgia. To satisfy the orientation requirement, all applicants must answer questions that appear periodically throughout the presentation and submit their answers at www.training.decal.ga.gov. A “question page” that requires an answer will be clearly marked and have a green background. To complete the Trainer Orientation:

1. Sign in with your username and password at www.training.decal.ga.gov and click **Begin Trainer Orientation** in the **My Account** box on the left side of the page.
2. Open the **Trainer Orientation PDF** and read each page carefully. As you come across question pages, type your answers into the corresponding boxes.
3. When you are finished, click **Save & Submit**.

Education

All applicants (Trainer I, II, III, and Specialty) must document at least a Bachelor’s degree. All **Trainer I** and **Trainer II** applicants must document a minimum of a Bachelor’s degree in Early Care and Education/Child Development or related coursework (see below) from an institution accredited by a CHEA or USDE recognized agency. All **Trainer III** applicants must document a graduate degree in Early Care and Education/Child Development or related coursework from an institution accredited by a CHEA or USDE recognized agency. **Specialty Trainer** applicants must have a minimum of a Bachelor’s degree with either 1) a major/minor in a field relevant to the specialty area, or 2) a license or credential relevant to the specialty area.

RELATED COURSEWORK

If your degree is not in Early Childhood Education or Child Development, you may meet the education requirement with at least 15 semester hours or 25 quarter hours in early childhood education or child development related coursework. Your related coursework must total at least 225 clock hours focused on intensive child development content. Trainings that involve intensive ECE/CD content that are each more than 15 clock hours per segment, such as CDA training, or some curriculum training, may be used to count toward the education requirement. The “related coursework” requirement for Trainer III may *only* be met by graduate-level coursework, not clock hour training.

DEGREE TRANSLATION

Credentials earned outside of the United States need to be evaluated by an educational interpreting agency accepted by the Georgia Professional Standards Commission so that a U.S. equivalency can be determined. To view the Georgia Professional Standards Commission Accepted Credential Agency list, go to www.gapsc.com.

Adult Learning

(Not required for Trainer I, II, or III.) Specialty Trainer applicants are required to submit documentation of a minimum of 40 clock hours of training in adult learning. This requirement refers to training you have received in how adults learn and process information.

Typically, the following college courses are used to meet this requirement: General Psychology, Educational Psychology, Human Growth & Development. The Art of Technical Assistance training and the Family Development Credential training may also be used to meet the adult learning requirement.

Training for Trainers

(Not required for Specialty Trainer) Those applying for a Trainer I, II, or III designation must meet the Training for Trainers (TFT) requirement. Training for Trainers courses and substitutions should cover different content addressing the needs of beginning, intermediate, and advanced level learners. The TFT requirements for each designation are as follows:

Trainer I: State-approved **TFT I** (40 hrs) **OR** content substitutions (see below)

Trainer II: State-approved **TFT I** (40 hrs) and **TFT II** (20 hrs) **OR** content substitutions (see below)

Trainer III: State-approved **TFT I** (40 hrs), **TFT II** (20 hrs), and **TFT III** (20 hrs) **OR** content substitutions (see below)

TFT CONTENT SUBSTITUTIONS

While there are some Training for Trainers courses that are specific state-approved trainings, you may substitute other trainings you have taken to meet the TFT requirement as long as the hours and content can be documented as meeting the requirements for the TFT.

The content requirements for each TFT course are listed below. It typically takes several trainings to meet the content requirements when substituting for a TFT.

You may also substitute college-level credit courses **that you have taught**. If you have taught a college-level credit course, this is typically all you will need to meet the TFT requirements. Each course taught may be substituted for one TFT.

For each substitution you submit toward meeting the TFT requirement, you must submit a certificate of completion along with an agenda, syllabus, or other document indicating the specific content of the training. If you are substituting college-level credit courses you have taught, you must submit documentation indicating the title of the course, the college at which it was taught, the semester/quarter it was taught, and the credit hours awarded.

Training for Trainers I Content:		
<ul style="list-style-type: none"> ◆ Overview of adult learning development and theory ◆ Competencies, self-evaluation of knowledge and skills, strengths, and values ◆ Professionalism and ethics 	<ul style="list-style-type: none"> ◆ Presentation styles, methods and techniques ◆ Identifying, writing and developing training to support learning objectives ◆ Effective communication (verbal, nonverbal, formal, informal, etc.) 	<ul style="list-style-type: none"> ◆ Evaluation of learning experiences (including needs assessments) ◆ Developing and sustaining a positive learning environment
Training for Trainers II Content:		
<ul style="list-style-type: none"> ◆ Review/summary of adult learning theory ◆ Breaking material/concepts into constituent parts and determining how the parts relate one another and an overall structure or purpose ◆ Professional responsibility and ethics 	<ul style="list-style-type: none"> ◆ Self-directed learning, encouraging and motivating professionals ◆ Understanding the difference between Beginning, Intermediate, and Advanced competence indicators and how training should be structured for these levels 	<ul style="list-style-type: none"> ◆ Understanding and using different training approaches such as a constructivist or active learning ◆ Using peer and self-evaluation techniques to improve and refine practices
Training for Trainers III Content:		
<ul style="list-style-type: none"> ◆ Putting elements together to form a coherent or functional whole ◆ Team building and collaboration 	<ul style="list-style-type: none"> ◆ Making judgments based on criteria and standards ◆ Professional responsibility and ethics 	<ul style="list-style-type: none"> ◆ Leadership ◆ Advocacy ◆ Mentoring

Experience

Those applying for a Trainer I, II, or III designation must document at least 3 years of early care and education experience. The experience must be supervised, may be paid or unpaid, and must involve children or programs serving young children from birth through age 5. **At least one year (12 months)** of the experience with young children must be direct experience (see definitions below); the other two years may be either direct experience or indirect experience. Indirect only experience will not sufficiently meet the experience requirement.

Direct Experience includes either of the options below:

- Experience working directly with groups of young children from birth through age five
- Director of a center or family day care home (*Involves working on-site directly with children and adults in a child care setting on a day-to-day basis*)

Indirect Experience may be used only in combination with at least one year (12 months) of direct experience. Indirect experience includes:

- Experience as a technical assistance provider from a state or federally approved project to provide technical assistance as: 1) Inclusion coordinator or education coordinator; 2) Conducted observations/assessments using nationally recognized instruments (*Applicant must have received training on instruments utilized*); or 3) Other TA experience to be reviewed by Georgia Training Approval
- Experience teaching High School/College/University level early childhood or child development specific course

Those applying for Specialty Trainer must document at least 3 years of experience working in the specialty area. Experience may be paid or unpaid.

Professional Development

(Not required for Specialty Trainer or Trainer I) Those applying for Trainer II or III must document that they have **provided** professional development to adults in the early childhood/child development field. A minimum of 30 hours is required for Trainer II and 50 hours for Trainer III. Professional development may include experience in supervisory roles, or as a trainer, co-trainer or part of a team approach to training, apprentice trainer, technical assistance provider, career advisor, or consultant.

Required Documentation

The following documentation reflecting the above listed requirements **must** be submitted with your application:

- Two professional **letters of recommendation** written within the previous 6 months
- Copies of transcripts that document **college coursework and degrees** you have earned (Specialty Trainer applicants - copies of professional licenses or other credentials in specialty field)
- If degree is not in ECE/CD: Course description, syllabus, or agenda for *each* course/training you are using toward 225 clock hours of ECE/CD-related content
- Specialty only: Copies of transcripts and training certificates with 60 clock hours in **adult learning**
- Trainer I, II, and III only: Copies of training certificates for the required **Training for Trainers (TFT)** courses or substitutions
- If submitting substitutions for the TFT requirement: Course description, syllabus, or agenda for *each* training you are using to meet TFT content requirements *and* completed **Training For Trainers Substitution Request Form**
- Trainer I, II, and III: Current résumé documenting 3 years of **experience** in early childhood education (Specialty Trainer applicants - Current résumé documenting 3 years of experience in specialty area)
- Trainer II and III only: Current résumé documenting having provided **professional development** for adults

Please **only submit necessary documents**. **DO NOT submit:** Duplicates of any document; training certificates that do not show hours, show fewer than 10 clock hours, or do not have participant's name; marriage certificates; driver's licenses; diplomas; teaching certificates; full curricula vitae; CPR, First Aid, or Fire Safety certificates; awards or recognitions.

TRAINER RENEWAL

Specialty Trainer Renew every 3 years	Trainer I Renew every 3 years	Trainer II Renew every 5 years	Trainer III Renew every 5 years
1. 15 hours of continuing education related to specialty area 2. Evidence of having provided at least one (1) state-approved training in specialty area per year since the date you were approved	1. 45 hours of continuing education related to early care and education or adult learning 2. Evidence of having provided at least one (1) state-approved training per year since the date you were approved	1. 75 hours of continuing education related to early care and education or adult learning 2. Evidence of having provided at least one (1) state-approved training per year since the date you were approved	1. 75 hours of continuing education related to early care and education or adult learning 2. Evidence of having provided at least one (1) state-approved training per year since the date you were approved

All trainers are required to renew their state-approved status prior to their expiration date by completing the online renewal application and providing documentation of having met the requirements outlined in the chart above. Failure to renew your trainer designation will result in the expiration of your trainer designation and trainings. The following instructions detail how to complete the online renewal application:

1. Sign In to Your Account

Sign in to the website at www.training.decal.ga.gov and click **Renew Trainer Designation** in the left-hand **My Account** menu.

2. Upload Your Documentation

Use the File Upload feature to upload documentation showing you meet *both* the Continuing Education and Evidence of Having Provided Training requirements:

Continuing Education: This requirement is met by submitting documentation (copies of transcripts and/or certificates that include hours awarded) for each course, seminar, workshop, conference, etc. you have attended that relates to adult learning and/or early care and education. Continuing education must have been taken since the date of your initial designation or since your last renewal (whichever is most recent). **Continuing Education taken before you received your designation will not count toward this requirement.** See chart above for required hours.

Evidence of Having Provided Training: This requirement is met by submitting documentation (copies of participant sign-in sheets) for one state-approved training you have taught each year since your initial designation or last renewal (whichever is most recent).

Trainings provided before you received your designation will not count toward this requirement. Use the Evidence of Training Provided chart to list training you have provided that meets this requirement.

For example, if you are a Trainer I and your expiration date is June 6, 2015, you must provide three sign-in sheets, one for each of the following:

- One training that you provided between June 6, 2012 and June 6, 2013; *and*
- One training that you provided between June 6, 2013 and June 6, 2014; *and*
- One training that you provided between June 6, 2014 and June 6, 2015.

3. Update Your Contact Information

Review and update your contact information.

4. Submit Renewal for Processing *or* Save for Later

Once you are within 60 days of your expiration date, you will see the option to **Save and Submit Renewal**. Click this button if you have met all requirements and are ready to submit your renewal for processing. (Remember: This button is only visible if you are within 60 days of your expiration date.) If you are not within 60 days of your expiration date, or if you would just like to save your updates to your renewal profile with submitting yet, click the **Save Without Submitting** button.



TRAINING APPROVAL

Developing and Submitting Training for Approval

A Training Approval Application must be submitted for each and every training you wish to be approved for licensing credit. **If your application is approved**, you will be notified of your approval status, and you may log in to www.training.decal.ga.gov to schedule your training. **If your application is deferred**, you will be provided with reasons for deferral and feedback. **You must be a state-approved trainer to submit trainings for approval.**

Training Levels

For each application, you will need to identify which *one* of the following training levels corresponds to the skill, education, and experience level of your intended audience: **beginning**, **intermediate**, or **advanced**. Your application will be reviewed based on the indicated training level, so you should be sure that your content and training methods are appropriate for the level you have selected. Summaries of **beginning**, **intermediate**, and **advanced** level training are provided in section F of the following guide. Also see the Early Care and Education Professional Development Competencies on the Resources page at www.training.decal.ga.gov.

Online/Distance Learning, CDA, and Director Training

Training applications for **online/distance learning trainings**, **120 hour CDA trainings**, and **40 Hour Director Trainings** must meet specific requirements in addition to those outlined in the following guide. See pages 14-15 for information about each of these types of training.

Instructions for Submitting a Training Approval Application

Your training must include *all* of the following information. If you have any questions, please contact Georgia Training Approval at (866) 425-0220 or TrainingApproval@georgiacenter.uga.edu.

All applications must be submitted online at www.training.decal.ga.gov.

A. TITLE	The title of the training should be brief and provide an overall idea of the training.
B. CLOCK HOURS	Indicate the number of clock hours to be awarded for this training. Once the training is approved, the number of clock hours cannot be adjusted or altered.
C. FORMAT	Indicate whether the training is designed to be delivered in a classroom/face-to-face format, online/distance learning format, or in a hybrid (combination of classroom/face-to-face and online/distance learning) format. <i>Note: Online/distance learning courses must meet additional requirements. See the Online/Distance Learning Submission Guide for more details.</i>
D. LANGUAGE	Indicate whether your training will be taught in English or Spanish .
E. DESCRIPTION	Provide a description of the training. Limit 25 words.
F. TRAINING LEVEL	Identify the target audience of your training in terms of advancement in the early care and education field: Beginning Level Training: Most appropriate for entry-level professionals or professionals who are further along in their careers but are exposed to new information or need a refresher. Covers basic understanding and demonstration of skills. Intermediate Level Training: Most appropriate for professionals who have had a few years of experience and some training, education, and/or credentials in the field. Includes expanding knowledge and application and refining skills. Advanced Level Training: Most appropriate for professionals who have had some formal education in the field, often in leadership or mentor roles as lead teachers, directors, administrators, etc. Focuses on a more thorough knowledge and understanding.

G. TRAINING FOCUS	<p>Identify the topic area for which the training is targeted. If more than one age group is chosen, the content outline must reflect the way in which differences in age-appropriate information will be presented in the training or a separate application must be submitted for each group.</p> <p>(1) Home-based care (4) Special Needs (7) Children ages 5-6 (2) Center-based care (5) Children ages 0-2 (8) Children ages 7-9 (3) Administration (6) Children ages 3-4 (9) Children ages 10+</p>
H. COMPETENCY GOAL(S)	<p>List the competency goal(s) that best fit(s) the content of the training. Competency goals can be found on the Resources page of the website at www.training.decal.ga.gov. Specify target audience level (beginning, intermediate, or advanced) to match competency.</p>
I. NEEDS ASSESSMENT	<p>Describe the formal and/or informal process for determining the need for training, identifying the training level (beginning, intermediate, or advanced) and the results of the needs assessment.</p>
J. BENEFITS	<p>Briefly describe how the target audience, children, and programs served by the target audience will benefit from the training (i.e. How will the quality of child care be improved by participants attending the training?)</p>
K. COMPETENCY-BASED LEARNING OBJECTIVES	<p>All learning objectives must:</p> <ul style="list-style-type: none"> ◆ Be written from the perspective of what the participant is expected to do in the training ◆ Be clearly stated, realistic, and measurable ◆ Help the participants understand the content proposed ◆ Allow the trainer to be able to determine that the learning objectives are met while participants are in the training session ◆ Be in logical and sequential order ◆ Drive the training session <p>Beginning Level Training: The overall goal of the beginning stage of competency-based training is to expose the professional to new information. The trainer must identify at least three (3) learning objectives that address each Competency Goal chosen for the training. A competency-based learning objective for beginning level training should:</p> <ul style="list-style-type: none"> ◆ Reflect a basic understanding of a concept and demonstration of developing skill ◆ Involve opportunity for recall, imitation, and trial/error ◆ Include words such as: participate, name, define, be familiar with, list, restate, describe, recognize, explain, identify, etc. <p>Intermediate Level Training: The goal for the intermediate stage of competency-based training is to help the professional expand and apply knowledge to his/her everyday practice. The intermediate level training should encourage expanding knowledge and application to demonstrating and refining skills. The trainer must identify at least three (3) learning objectives that address each Competency Goal chosen for the training. A competency-based learning objective for intermediate level training should:</p> <ul style="list-style-type: none"> ◆ Range from simple to more complex application of concepts ◆ Separate concepts into parts so that the whole can be better understood ◆ Distinguish between fact and inference ◆ Allow for the use of concepts or methods in everyday practice <p>Advanced Level Training: The goal for the advanced stage of competency-based training is to challenge the experienced professional to synthesize, form generalizations, draw conclusions, and apply and modify acquired knowledge in everyday practice. The focus of this level of training is on guiding the professional to use his/her knowledge and experience in mindful practice with children and families adapting and changing to new circumstances. The trainer must identify at least three (3) learning objectives that address each Competency Goal chosen for the training. A competency-based learning objective for advanced level training should:</p> <ul style="list-style-type: none"> ◆ Encourage modification of behavior to fit special circumstances ◆ Create new solutions or patterns to fit a particular situation or specific problem ◆ Encourage creativity based on knowledge and skill ◆ Use old ideas to create new ones ◆ Generalize from facts ◆ Relate/connect knowledge from several content areas ◆ Predict and draw conclusions ◆ Compare and discriminate between ideas

<p>L. TRAINING METHODS</p>	<p>Beginning Level Training: Training methods used for beginning level training should support the participants' learning to help build self-esteem and confidence in responding to children appropriately. Some methods or techniques to include are:</p> <ul style="list-style-type: none"> ◆ Whole group ◆ Modeling ◆ Demonstrations ◆ Individual/small groups/dyads ◆ Direct coaching/help with specific skill ◆ Hands-on activities ◆ Experiential learning activities ◆ Dissemination of information/lecturette ◆ Instructions games/activities ◆ Scenarios/mental imagery ◆ Role play ◆ Skill practice ◆ Simulation ◆ Questioning <p>Intermediate Level Training: Training methods used for intermediate level training should support the participants' ability to focus learning on understanding concepts, how children develop and learn, and the application of concepts. Some methods or techniques to include are:</p> <ul style="list-style-type: none"> ◆ Case study ◆ Vignettes/role play/demonstrations ◆ Experiential learning activities ◆ Lecturette ◆ Small/large group discussion ◆ Task exercise or activity (small group) ◆ Hands-on activities ◆ Computer-assisted instruction ◆ Skill practice ◆ Mental imagery ◆ Opportunities for teach-back and presentations ◆ Reflection ◆ Questioning (open-ended) <p>Advanced Level Training: Training methods used for advanced level training should be more open-ended in format to allow for group and individual processing of information. A variety of methods could be used to focus on interpretation and synthesis of information from research and resources to the participants' personal experience base. Some methods or techniques to include are:</p> <ul style="list-style-type: none"> ◆ Open-ended format ◆ Open-ended discussion ◆ Debate ◆ Case study ◆ Role play ◆ Dramatization ◆ Research review and application ◆ Opportunities for teach-back and presentations ◆ Computer-assisted instruction ◆ Reflection ◆ Questioning (open-ended)
<p>M. TIME AND SEQUENCE</p>	<p>Time and sequence should be:</p> <ul style="list-style-type: none"> ◆ Based on length of training ◆ Based on education and prior training of participants ◆ Based on needs assessment ◆ Logical and clear in sequence ◆ Flexible to adjust to the needs of participants, giving time to process information <p>Time should be included for each activity and be based on the general training categories mentioned in the Instructional Plan.</p> <p>Beginning Level Training: Generally, a beginning level training should be two (2) hours in length. The session should vary activities to include active participation and listening.</p> <p>Intermediate Level Training: An intermediate level training may vary in length appropriate to the content and instructional design. The activities should allow for demonstrations and feedback from the trainer.</p> <p>Advanced Level Training: Generally, an advanced level training should be longer in length in order to allow for high levels of processing information. The suggested <i>minimum</i> for an advanced level training is three (3) to four (4) hours in length to allow for in-depth discussion and processing of information.</p>
<p>N. CONTENT (continued on following page)</p>	<p>Content must be consistent with sound theories of child development, professional development competencies, quality standards, best practices, and licensing regulations. The Instructional Plan should include specific information regarding the content to be presented and the way in which it will be presented. Applicant should include:</p> <ul style="list-style-type: none"> • Content outline (with narrative to clarify when needed) • Handouts • PowerPoints • Reference information (title, author/producer, publishing company and date) of DVDs/videos or audio segments used to support training

<p>N. CONTENT <i>(continued from previous page)</i></p>	<p>Beginning Level Training: Beginning level training should be designed to provide the participant with:</p> <ul style="list-style-type: none"> ◆ A basic understanding of concepts and opportunity for skill development ◆ Resources and information about where to find more resources ◆ Reinforcement for behaviors and dispositions that support and foster development in children <p>Intermediate Level Training: It is assumed that those taking intermediate level training have a basic understanding of child development. Intermediate level training should be designed to provide the participant with opportunities to:</p> <ul style="list-style-type: none"> ◆ Practice and refine skills ◆ Build on long-term support systems ◆ Put concepts and behaviors into context within his/her own environment ◆ Build professional networks and support <p>Advanced Level Training: Advanced level training should be designed to provide the participant with:</p> <ul style="list-style-type: none"> ◆ Opportunities for gaining more specialized, in-depth information ◆ Motivation for a deeper understanding of issues ◆ Meaningful search for insight, perspective, and realism ◆ Skills for leadership, advocacy, and mentoring roles
<p>O. TRAINER ASSESSMENT OF LEARNING OUTCOMES</p>	<p>Assessment of learning outcomes provides an opportunity for the audience and the trainer to assess progress toward objectives throughout the training. Assessment of learning outcomes should occur throughout the training and be appropriate for the level of training. The trainer should indicate what techniques will be used to measure the learning objectives. Some assessment techniques include formative evaluations such as observation, group discussions, and short tests after major points of the training, as well as trainer self-reflection that allows for ongoing changes in training to meet the needs of the group. The trainer should also include summative evaluations such as:</p> <p>Beginning Level Training: Pre/post-test, asking questions, debriefing, culminating projects and opportunities for participants to follow up with fellow participants of the training</p> <p>Intermediate Level Training: Journal reflections, activities that allow participants to summarize and use main ideas, action plans showing next steps, partner interviews, and opportunities for trainer to follow up with participants and for participants to follow up with other participants</p> <p>Advanced Level Training: Journal reflections, activities that allow participants to summarize and use main ideas, action plans showing next steps, partner interviews, and opportunities for trainer to follow up with participants and participants' supervisors</p>
<p>P. MATERIALS LIST</p>	<p>A list of materials (flip chart, video, books, items for demonstration/activities) should be included as a separate list or included in the detailed content outline corresponding to each activity. All materials needed should be listed.</p> <p>Include copies of handouts and PowerPoints with reference/copyright information.</p>
<p>Q. PARTICIPANT EVALUATION OF TRAINING</p>	<p>An evaluation of training and the trainer should be conducted so that participants may evaluate the effectiveness of the training in meeting their needs. The evaluation will also provide the trainer with feedback to adapt or modify the course. Participant evaluation should be anonymous and confidential. Examples of evaluation include checklists, open-ended questions, etc.</p> <p>Include a copy of the evaluation form.</p>
<p>R. REFERENCE LIST</p>	<p>References used to develop the training should be cited. A minimum of six (6) references should be cited and at least 50% must be less than five (5) years old. The following information should be included:</p> <ul style="list-style-type: none"> • Author • Date of publication • Title of article • Title of journal or book • Publisher (or complete URL for internet reference)

Trainer Agreement

For each training submitted, the trainer must agree to the Trainer Agreement, located at the end of the Training Approval Application. Please read the agreement carefully; if a state-approved trainer is found in breach of their signed trainer agreement, the approval to provide state-approved training shall be removed for a time limit decided by Bright from the Start.

40 Hour Director Training Approval

Director training approval is designed for trainers who wish to conduct the 40 Hour Director Training to meet the Bright from the Start requirements for child care learning center program directors. To offer the 40 Hour Director Training, *you must first be approved as a Trainer I, II, or III*, then you must apply for and become approved as a director trainer. Once you are approved as a director trainer, you will need to submit your 40 Hour Director Training for approval.

To become an approved director trainer, sign in to your account at www.training.decal.ga.gov and click **Update Trainer Status** in the **My Account** box on the left side of the page. You must be approved with a designation of Trainer I, II, or III to apply. Check the **Apply for Director Trainer** box, and upload the following documentation:

- 1) Current résumé documenting *all* of the following: 1) At least 3 years serving as the individual directly responsible for the functioning, management, and finances of a child care learning center; 2) Experience conducting long-term courses/training (10+ hours) in the last 3 years (CDA training, college courses); 3) At least 3 years work experience/training/education in child development and developmentally appropriate practice; and 4) At least 3 years experience working directly with children in an early childhood care and education setting
- 2) Letter of recommendation from an individual addressing your skills and abilities as a director

When you are finished, click **Save**.

To submit a 40 Hour Director Training for approval, complete a Training Approval Application that covers

- | | |
|--|---|
| A) Rules and Regulations | F) Accessing Services and Community Resources |
| B) Communication/Interpersonal Skills | G) Finances and Fiscal Management |
| C) Parent Education | H) Child Development / Developmentally Appropriate Practice |
| D) Program and Business Management/Legal Knowledge | I) Anti-Bias Program Development |
| E) Professional Development (Leadership, Advocacy, Ethics) | |

120 Hour CDA Training Approval

CDA training approval is for trainers who wish to conduct training specific to the requirements for the Child Development Associate (CDA) credential, which is awarded by the National Council for Professional Recognition (www.CDACouncil.org). **State approval of CDA courses is not required for the course to count toward the CDA credential, nor does approval guarantee that the course will be accepted by the Council for Professional Recognition.** However, some state-approved trainers desire the option of listing CDA trainings in the statewide training calendar. To offer state-approved CDA training, *you must first be approved as a Trainer I, II, or III*, then you must apply for and be approved as a CDA trainer. Once you are approved as a CDA trainer, you will need to submit your CDA training for approval.

To become an approved CDA trainer, sign in to your account at www.training.decal.ga.gov and click **Update Trainer Status** in the **My Account** box on the left side of the page. You must be approved with a designation of Trainer I, II, or III to apply. Check the **Apply for CDA Trainer** box, and upload the following documentation:

- 1) Current résumé documenting *all* of the following: • Experience teaching in a child care program; • At least 3 years experience in training/education in child development and developmentally appropriate practice; • Taught at least one CDA training course.
- 2) Letter of recommendation from an individual addressing both your skills and abilities for working with young children and your skills teaching a long-term course (may be a participant from a course)

To submit a 120 Hour CDA Training for approval, complete a Training Approval Application that includes enough content detail so that the reviewer can document the full 120 hours of required training content covering the eight CDA content areas. The training should include no fewer than 10 hours in each of the following **content areas**:

- | | |
|---|--|
| 1) Planning a safe, healthy environment to invite learning | 5) Strategies to manage an effective program operation |
| 2) Steps to advance children's physical and intellectual development | 6) Maintaining a commitment to professionalism |
| 3) Positive ways to support children's social and emotional development | 7) Observing and recording children's behavior |
| 4) Strategies to establish productive relationships with families | 8) Principles of child development and learning |

If the training requires the use of a textbook or textbooks by participants for a majority of the course content, Georgia Training Approval staff may ask to review the textbook, especially if it is not one regularly used for CDA courses.

Training Approval Application Submission Guide for Online/Distance Learning Training

This guide should be used in conjunction with the [Training Approval Application Instructions](#) for submission of online/distance learning training for approval. Most categories have the same requirements as those for a face-to-face training, but others (categories L, M, N, and Q) have additional requirements specific to online/distance learning training.

<p>A. Title of Training B. Clock Hours C. Format D. Language E. Description F. Training Level G. Training Focus H. Competency Goal(s) I. Needs Assessment J. Benefits K. Competency-Based Learning Objectives</p>	<p><i>Follow guidelines in the Training Approval Application Instructions.</i></p>
<p>L. Training Methods</p>	<p><i>Follow guidelines in the Training Approval Application Instructions and meet the following additional requirements:</i></p> <ol style="list-style-type: none"> 1. A professional support system is in place to ensure trainer success in delivering the online training 2. Participants receive instruction and/or information to assist them in navigating the online environment as well as access to technical assistance 3. Participants complete at least one of the following <ul style="list-style-type: none"> <li style="width: 33%;">• Online group activities <li style="width: 33%;">• Labs <li style="width: 33%;">• Other assignments <li style="width: 33%;">• Writings to reflect on readings <li style="width: 33%;">• Projects 4. Participants complete activities throughout the training such as <ul style="list-style-type: none"> <li style="width: 33%;">• Contributions and responses to online discussions <li style="width: 33%;">• Special projects and/or presentations <li style="width: 33%;">• Completion of online assignments <li style="width: 33%;">• Creation of authentic products <li style="width: 33%;">• Portfolio submissions <li style="width: 33%;">• Tests and quizzes 5. Privacy policies are clearly stated (terms of agreements and/or participant waivers for centers) 6. The online trainer monitors participant progression through the content, postings of work, and discussions and adjusts instruction to enable learning 7. The online trainer provides appropriate feedback responding to participant inquiries within 24 hours (M-F)
<p>M. Time & Sequence</p>	<p><i>Follow guidelines in the Training Approval Application Instructions and meet the following additional requirements:</i></p> <ul style="list-style-type: none"> • Breakdown of time it should take to read materials and complete assignments is clearly indicated • Description of the process used to determine the number of credit hours awarded is included
<p>N. Content</p>	<p><i>Follow guidelines in the Training Approval Application Instructions and meet the following additional requirements:</i></p> <ul style="list-style-type: none"> • Assignments, projects, tests and other artifacts of participant work clearly reflect the desired performance outcomes for the training • <i>(Must include one of the following)</i> The training includes regular, sustained, and guided participant-to-participant discussion and collaboration or participants engage in self-reflection, self-assessment, and evaluation as part of the training • Participants post questions with other participants under the guidance of trainers who raise the level and broaden the scope of the discussion on a regular basis, requiring responses from the participants • Participant and trainer dialogue, questions and discussions are encouraged throughout the training • Discussion areas are clearly designed for communications among participant/trainer interactions
<p>O. Trainer Assessment of Learning Outcomes</p>	<ul style="list-style-type: none"> • Participant information remains confidential (terms of agreement and/or participant waivers for center management) • Participants receive continual, timely, and constructive feedback on the quality of their work and mastery of training content • Authenticity of participant work is verified by appropriate means
<p>P. Materials List</p>	<p><i>Follow guidelines in the Training Approval Application Instructions.</i></p>
<p>Q. Participant Evaluation of Training</p>	<p><i>Follow guidelines in the Training Approval Application Instructions and meet the following additional requirement:</i></p> <ul style="list-style-type: none"> • Participants provide feedback about the quality of the course content, instruction, support systems, and infrastructure
<p>R. Reference List</p>	<p><i>Follow guidelines in the Training Approval Application Instructions.</i></p>

Additional Information for Trainers

Scheduling in the Training Calendar

To schedule a state-approved training in the training calendar, sign in to www.training.decal.ga.gov and click **My Trainings** in the **My Account** box on the left side of the page. Locate the training you would like to schedule and click **Schedule**. Fill in all required fields and click **Save**.

Training Certificates

Include the following information on certificates you distribute to participants upon completion of your approved training:

- Title of training
- Location of training
- Instructor's trainer code
- State-approved training code
- Approved competency goal(s)
- Date training completed
- Training participant's signature
- Trainer's signature
- # of clock hours participant completed
- Statement that trainer is approved to deliver this training until said expiration date
- Statement that this course is state-approved for child care providers

Training Expiration and Resubmission

All trainings expire 5 years from the date of approval or upon expiration of the trainer designation. Expired trainings **may not be delivered** for state-approved clock hour credit. Trainings delivered as state-approved which have expired will constitute a breach of the trainer agreement and may jeopardize the trainer's status.

A trainer may resubmit a training for re-approval any time **prior** to the expiration date. It is strongly recommended that trainers regularly sign in to www.training.decal.ga.gov to check if any of their trainings are nearing expiration. It is the trainer's responsibility to keep him/herself apprised of his/her training information and to resubmit any trainings nearing expiration.

Training applications require a minimum of 6 references used to develop the training and 50% must be from within the last five years. Incorporating new references requires new content be added to the original instructional plan. To resubmit a training, sign in to www.training.decal.ga.gov and click **My Trainings** in the **My Account** box on the left side of the page to display a list of your state-approved trainings. Locate the training you would like to resubmit and click the **Resubmit** link in the **Actions** column. Edit your original training application with any new data and upload a new instructional plan with new content. **A trainer may not resubmit a training of which he/she is not the original author.**

Breach of Trainer Agreement

If a state-approved trainer is found in breach of their trainer agreement, the approval to provide state-approved training shall be removed for a time limit decided by Bright from the Start: Georgia Department of Early Care and Learning. Bright from the Start may institute a permanent withdrawal of trainer/training approval status.

Quality Assurance/Training Evaluations

Quality assurance visits were established to verify that the delivery of training approved through Georgia Training Approval is consistent with the training application submitted by the trainer. Each year, Georgia Training Approval staff schedule random "site" visits to observe training approved. Georgia Training Approval staff may also schedule a "site" visit at the request of a licensing consultant or upon receipt of a complaint about a state approved training. Feedback is provided to the trainer and may include suggestions on ways to strengthen the content or delivery of the training if appropriate.



Georgia Training Approval may also request that participants of a training complete and submit a standardized evaluation form. These forms may be distributed, collected, and submitted to Georgia Training Approval by the trainer, or participants may obtain a form from Georgia Training Approval and submit it individually. Evaluations are summarized and feedback is provided to the trainer as appropriate. Evaluation forms are available on the **Resources** page at www.training.decal.ga.gov.

Conference Approval

To have a conference approved for child care licensing credit, submit a conference approval application online at www.training.decal.ga.gov. There are three options for conference approval: **Short Conference**, **Regular Conference**, and **Large, Peer-Reviewed Conference**. Approval for any of these options should be applied for as soon as possible but no later than one month prior to the event. Please read the following information carefully before deciding to apply for conference approval:

- 1) Conferences can only be approved at the **beginning** level.
- 2) **No more than six (6) hours of state-approved training credit may be granted for a conference/training event.** Opening and closing addresses, keynote speeches, luncheon speakers, site visits, CPR training, and First Aid training will not be included in the six (6) clock hours of state-approved training credit. Minimum of a Bachelor's degree in the field of training being offered
- 3) Conferences are approved only as one-time events. All future events must be submitted with separate Conference Approval Applications prior to the event. No conferences are approved "after the fact."
- 4) A "professional development day" for in-house training and exclusive to a (select) particular group will not be reviewed as a conference by Georgia Training Approval
- 5) Conferences approved by Georgia Training Approval will be listed in the statewide training calendar and must be open to the public.

TYPES OF CONFERENCES

Short Conference - A short conference is a one-time, half or full day event with (a) nationally, regionally, or state-wide known speaker(s) providing a single content session (not concurrent sessions).

Regular Conference - A regular conference is any training event held with 100 or more participants and offering concurrent sessions over multiple days.

Large, Peer-Reviewed Conference - Please call Georgia Training Approval to discuss this option before applying in order to avoid delay in approval. A large, peer-reviewed conference must meet the following criteria: 1) Multi-day, multi-session event; 2) Sessions are solicited by an open call for proposals; 3) Sessions are selected by a peer review selection process with peers other than agency staff/personnel; and 4) The peer review process screens the presentations for accurate content, qualifications of presenters and appropriate for audience intended.

CONFERENCE PRESENTERS must meet *at least one* of the following criteria:

- Current professional license in the field of training being offered
- Minimum of a Bachelor's degree in the field of training being offered
- Minimum of five years in presentation experience in specialty field (i.e. music, art, science, etc.)

Applicants must identify a conference coordinator who will be responsible for ensuring that the Georgia Training Approval conference guidelines are met and the participants are aware that they may only receive six (6) hours of state-approved credit for any one day of the conference event. An accurate record or verification of participants' individual conference session attendance must be maintained.

Entity Approval

Entity approval is for state and government institutions and agencies, colleges, and universities that offer training for child care licensing to early care and education professionals in Georgia. Approval is granted to the entity's department/program responsible for providing training. Individual trainer credentials will be the responsibility of the entity.

To apply for entity approval, contact Georgia Training Approval at (866) 425-0220 or trainingapproval@georgiacenter.uga.edu to request an Approved Entity form. You will need to designate a contact person for the entity. The contact person for an approved entity may be any individual who has the capacity to oversee the training provided by individuals employed by the entity. The contact person should be easily accessible for both the entity's trainers and any consumers of training. The contact person will be responsible for ensuring that the entity's trainers follow the guidelines outlined in the Approved Entity Agreement and are prepared and able to provide quality training. The contact person will also be responsible for scheduling training in the training calendar.

Approved entities may only offer **beginning level training**.

Appeal Process

An applicant may appeal a decision regarding his/her trainer or training application. Contact Georgia Training Approval at (866) 425-0220 or TrainingApproval@georgiacenter.uga.edu for more information.

History of Georgia Training Approval

There are more than 3,000 child care centers licensed by Bright from the Start: Georgia Department of Early Care and Learning (DECAL). Each employee in a licensed child care learning center or registered family day care is required by DECAL to take at least 10 hours of state-approved training annually. Bright from the Start and other state agencies like the Georgia Department of Human Resources provide some child care training classes, but much of the training is provided by community-based trainers.

In 1993, the Georgia Child Care Training Network responded to the need to improve the quality of community-based training, knowing that the outcomes of this training directly affect the quality of care that children receive. The Training Network took a leadership role in developing a proposal in collaboration with the Department of Human Resources Child Care Licensing and the University of Georgia Center for Continuing Education. The proposal was funded by the Georgia Child Care Council for 1993-94 to develop and pilot a Child Care Training Approval Plan for community-based training in Georgia. The system is designed to approve training that meets the licensure training requirement for child care staff based on specific quality criteria. The Council funded a continuation of this project for 1994-95 to establish the Georgia Child Care Training Management System.

Previously in Georgia, criteria had not been established for evaluating the qualifications of trainers or the content of workshops submitted for Licensing Approval. The Training Approval Project staff, led by the Georgia Association on Young Children, worked closely with Child Care Licensing and the Georgia Child Care Training Network in identifying the issues to be addressed and the questions which needed to be answered through the committee process. Information from the District Forums, the Training Approval Input/ Needs Survey, a literature search (ERIC PsycInfo and Sociofile), key contacts and consultation with The Center for Career Development in Early Care and Education at Wheelock College was used as a basis for input and for developing the criteria and process for training approval.

A Training Approval Application Packet was developed by the Project and Planning Committee and mailed to more than 500 trainers in Georgia who had previously (within the past five years) been approved by Child Care Licensing or who had been identified through the Georgia Training and Resource Directory for Programs Serving Children, the Training Network, and other mailing lists. The procedure utilized a point system for evaluating approval applications. This "blind" review approval process and evaluation of training by participants was piloted for a four month period (March-June, 1994). 131 applications were submitted and approximately 55% of the applicants received Child Care Licensing approval, 18% were approved on the condition that they make specific improvements, and 27% were deferred. The next step in the approval process was the development of a data-based management system to track applications. The Committee recommended additional development efforts and continued refinement and implementation of Georgia Training Approval:

- ♦ To adopt the application process developed and evaluated by the Georgia Child Care Training Approval Project to review training accepted for Department of Human Resources licensing requirements. The process was designed to be supportive, to provide assistance in meeting standards, and to set the stage for long-term quality improvement.
- ♦ To develop a cost-effective evaluation system for Child Care Licensing approved child care training which measures attitudes, content effectiveness, presentation skills, and usefulness of training; provides a system of follow-up evaluation to assess implementation of training; offers alternative means of evaluating presentation skills
- ♦ Provide technical assistance to potential and deferred trainers
- ♦ Establish a database record-keeping process for tracking application status and training evaluations, providing feedback to trainers and for long-term planning

Training Approval was developed as the result of strategic planning for a comprehensive professional development system. Since 1995, Training Approval has been an important part of a developing infrastructure in the professional development system. In 2004, child care licensing went from being under the auspices of the Department of Human Resources to Bright from the Start: Georgia Department of Early Care and Learning. In January 2006, Training Approval went from primarily a paper application system to a web-based system.

In 2008, based on the recommendations from the original strategic plan, Training Approval was revised to include trainer designations, training levels, and trainer renewal to support an early care and education professional development system. The Georgia Training Approval website was completely redesigned and officially launched in October 2014.

Trainer Advisory Committee

A Trainer Advisory Committee may be appointed by Bright from the Start: Georgia Department of Early Care and Learning as needed to discuss options for changes, development, and implementation of Georgia Training Approval.

Guiding Principles

Georgia Training Approval was developed based on input received statewide from numerous sources involved in child care training. The goal of Training Approval is to improve the quality of training received by child care professionals. The components and staff of Georgia Training Approval are guided by the following principles.

- I. The key to quality early care/school-age programs lies in an effective, on-going process of staff development.
 - a. Training is designed based on the trainer's perceived needs, values, and goals of targeted participants.
 - b. Training is based on developmentally appropriate practice and sound theories of child development best practices, which are understood by participants and directly linked to practical implementation.
 - c. Training provides for the acquisition and maintenance of knowledge, skills, and competencies.
 - d. Training is designed so that knowledge and competencies can be realistically used in the participant's work.
 - e. Training is identified by content, specific objectives, levels of training, and specialty areas so that trainers can plan and professionals can identify training appropriate to their needs.
- II. The use of sound practices of adult learning encourages participants to seek and use knowledge.
 - a. Adults learn best when new information builds on past knowledge and experience.
 - b. Adults are more motivated to learn if they are active participants in the learning process.
 - c. Adults are concerned with actual practice and want to apply their learning to present/personal situations.
 - d. Adults benefit from training designed to contribute to their self-esteem and personal and professional growth.
- III. All training must maintain a strong commitment to recognize diversity among trainers, practitioners, children, families, and settings.

Georgia Training Approval is committed to improving the quality of child care across Georgia by ensuring a high standard of training for child care professionals. To meet the educational needs of professionals in early care and education, it is essential their training is conducted by knowledgeable, qualified, and highly effective instructors. All trainers approved through Georgia Training Approval have been determined to have acquired sufficient education in child care, knowledge of adult education, experience training adults, and experience with children to provide high quality training to early child care professionals. All trainings approved through Georgia Training Approval have been determined to be well-researched, well-prepared, congruent with the Georgia Early Care and Education Professional Development Competencies, and important for the development of child care professionals.



“If early childhood practitioners have higher levels of formal education and specialized training, they are much more likely in their work with young children and families to use the evidence-based practices and possess the ongoing professional commitment we know are necessary to make a positive difference in children’s lives.”

~ Preparing Early Childhood Professionals:
NAEYC’s Standards for Programs

“Those responsible for training others in a workshop setting must develop and master training skills. True professionals spend their entire lives honing their craft and perfecting their skills, learning new skills, and they keep up-to-date on the latest trends, concepts, and application to the field.”

~ Karen Lawson, The Trainer’s Handbook
2nd ed. Pfeiffer 2006

“Research makes it abundantly clear that early childhood educators with more professional preparation provide more developmentally appropriate, nurturing, and responsive care and education experiences for young children.”

~ Educational Qualifications of Program Administrators and Teaching Staff: Building Better Futures for Children and the Profession
Young Children (Beyond the Journal), Nov. 2006

“Trainers are no longer viewed as merely disseminators of information. They are now expected to be facilitators, agents of learning, and performance consultants.”

~ Karen Lawson, The Trainer’s Handbook
2nd ed. Pfeiffer 2006