# Training Approval Application
# Instructions

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.**

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| **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. *Note: Online/distance learning courses must meet additional requirements. See the **Online/Distance Learning Submission Guide** for more details.* |
| **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:<br><br>**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.<br><br>**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.<br><br>**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** | 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.<br><br>(1) Home-based care    (4) Special Needs    (7) Children ages 5-6<br>(2) Center-based care    (5) Children ages 0-2    (8) Children ages 7-9<br>(3) Administration    (6) Children ages 3-4    (9) Children ages 10+ |
| **H. WKCs** | List the WKC(s) that best fit(s) the content of the training. WKC(s) 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 WKC(s). |

| Detailed Instructional Plan | |
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| **I. NEEDS ASSESSMENT** | 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. |
| **J. BENEFITS** | 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?) |
| **K. WKCs - BASED LEARNING OBJECTIVES** | All learning objectives must:<br>• Be written from the perspective of what the participant is expected to do in the training<br>• Be clearly stated, realistic, and measurable<br>• Help the participants understand the content proposed<br>• Allow the trainer to be able to determine that the learning objectives are met while participants are in the training session<br>• Be in logical and sequential order<br>• Drive the training session<br><br>**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 WKC chosen for the training. A competency-based learning objective for beginning level training should:<br>• Reflect a basic understanding of a concept and demonstration of developing skill<br>• Involve opportunity for recall, imitation, and trial/error<br>• Include words such as: participate, name, define, be familiar with, list, restate, describe, recognize, explain, identify, etc.<br><br>**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 WKC chosen for the training. A competency-based learning objective for intermediate level training should:<br>• Range from simple to more complex application of concepts<br>• Separate concepts into parts so that the whole can be better understood<br>• Distinguish between fact and inference<br>• Allow for the use of concepts or methods in everyday practice<br><br>**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 WKC chosen for the training. A competency-based learning objective for advanced level training should:<br>• Encourage modification of behavior to fit special circumstances<br>• Create new solutions or patterns to fit a particular situation or specific problem<br>• Encourage creativity based on knowledge and skill<br>• Use old ideas to create new ones<br>• Generalize from facts<br>• Relate/connect knowledge from several content areas<br>• Predict and draw conclusions<br>• Compare and discriminate between ideas |

| Detailed Instructional Plan *continued* | |
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| **L. TRAINING METHODS** | **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:<br><br>◆ Whole group ◆ Dissemination of information/lecturette<br>◆ Modeling ◆ Instructions games/activities<br>◆ Demonstrations ◆ Scenarios/mental imagery<br>◆ Individual/small groups/dyads ◆ Role play<br>◆ Direct coaching/help with specific skill ◆ Skill practice<br>◆ Hands-on activities ◆ Simulation<br>◆ Experiential learning activities ◆ Questioning<br><br>**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:<br><br>◆ Case study ◆ Computer-assisted instruction<br>◆ Vignettes/role play/demonstrations ◆ Skill practice<br>◆ Experiential learning activities ◆ Mental imagery<br>◆ Lecturette ◆ Opportunities for teach-back and presentations<br>◆ Small/large group discussion ◆ Reflection<br>◆ Task exercise or activity (small group) ◆ Questioning (open-ended)<br>◆ Hands-on activities<br><br>**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:<br><br>◆ Open-ended format ◆ Research review and application<br>◆ Open-ended discussion ◆ Opportunities for teach-back and presentations<br>◆ Debate ◆ Computer-assisted instruction<br>◆ Case study ◆ Reflection<br>◆ Role play ◆ Questioning (open-ended)<br>◆ Dramatization |
| **M. TIME AND SEQUENCE** | Time and sequence should be:<br><br>◆ Based on length of training<br>◆ Based on education and prior training of participants<br>◆ Based on needs assessment<br>◆ Logical and clear in sequence<br>◆ Flexible to adjust to the needs of participants, giving time to process information<br><br>Time should be included for each activity and be based on the general training categories mentioned in the Instructional Plan.<br><br>**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.<br><br>**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.<br><br>**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 *minimum* for an advanced level training is **three (3)** to **four (4)** hours in length to allow for in-depth discussion and processing of information. |

| Detailed Instructional Plan *continued* | |
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| **N. CONTENT** | 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:<br><br>• Content outline (with narrative to clarify when needed)<br>• Handouts<br>• PowerPoints<br><br>• Reference information (title, author/producer, publishing company and date) of DVDs/videos or audio segments used to support training<br><br>**Beginning Level Training**: Beginning level training should be designed to provide the participant with:<br>◆ A basic understanding of concepts and opportunity for skill development<br>◆ Resources and information about where to find more resources<br>◆ Reinforcement for behaviors and dispositions that support and foster development in children<br><br>**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:<br>◆ Practice and refine skills<br>◆ Build on long-term support systems<br>◆ Put concepts and behaviors into context within his/her own environment<br>◆ Build professional networks and support<br><br>**Advanced Level Training**: Advanced level training should be designed to provide the participant with:<br>◆ Opportunities for gaining more specialized, in-depth information<br>◆ Motivation for a deeper understanding of issues<br>◆ Meaningful search for insight, perspective, and realism<br>◆ Skills for leadership, advocacy, and mentoring roles |
| **O. TRAINER ASSESSMENT OF LEARNING OUTCOMES** | 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:<br><br>**Beginning Level Training**: Pre/post-test, asking questions, debriefing, culminating projects and opportunities for participants to follow up with fellow participants of the training<br><br>**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<br><br>**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. MATERIALS LIST** | 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.<br>**Include copies of handouts and PowerPoints with reference/copyright information.** |
| **Q. PARTICIPANT EVALUATION OF TRAINING** | 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.<br>**Include a copy of the evaluation form.** |
| **R. REFERENCE LIST** | 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:<br>• Author<br>• Date of publication<br>• Title of article<br><br>• Title of journal or book<br>• Publisher (or complete URL for internet reference) |