



Georgia Dept of Early Care and Learning

BRIGHT FROM THE START

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Training Approval Application Submission Guide for FAMILY CHILD CARE LEARNING HOME PRE-SERVICE COURSE

Background Information

All initial Family Child Care Learning Home (FCCLH) applicants must submit evidence of having obtained pre-service training as required by the rule described below. Eligible trainers are invited to submit a Family Child Care Learning Home Pre-Service Training Course for state approval by completing a Training Approval Application that meets both Georgia Training Approval expectations and the content requirements listed below for Item 2: Pre-licensure training. DECAL provides the Licensure Orientation online (Item 1). Further, CPR and first aid training (Item 3) must be obtained from a health care professional. Georgia Approved Trainers can submit training to be approved for the remaining topic areas described in rule 290-2-3-.04(2)(c)(2) to be packaged together in a course and, once approved, may list their Course in the Georgia Professional Development System (www.gapds.dec.state.ga.us). The Course must consist of a minimum of 10 hours.

290-2-3-.04(2)(c) Pre-Service Training. Prior to the submission of the License application, the applicant who will be responsible for the day-to-day operations shall complete the pre-service training listed below that has been approved by the Department and which will include:

1. Licensure orientation that provides, at a minimum, instruction on the application process and gives an overview of the Department's rules and regulations that relate to the operation of the Family Child Care Learning Home;
2. Pre-licensure training course on Provider competencies that serve as a framework for professional development, which includes, but is not limited to, early learning standards and developmentally appropriate practices, communication, professional and leadership development, business management, and advocacy for the Family Child Care Learning Home, parents, children, and staff;
3. Cardiopulmonary resuscitation (CPR) and first aid training programs offered by certified or licensed health care professionals and approved by the Department, which include emergency care for infants and children.

The applicant must obtain at least ***two (2) hours of training in each of these topic areas*** – 1. Early Learning Standards and Developmentally Appropriate Practices; 2. Communication; 3. Professional and Leadership Development; 4. Business Management; 5. Advocacy for the Parents, Children, and Staff in the Family Child Care Home. These topic areas are cross-referenced with the corresponding Workforce Knowledge and Competencies (WKC). One Course may be counted in more than one content area if the Course is longer than two hours.

Guidance for Training Applications

Trainers may submit a new training or may combine several individually approved trainings into a Course bundle. The Course or Course bundle must consist of a minimum of 10 hours. The Course must include the topic areas listed

below. One Course may be counted in more than one content area if the Course is longer than two hours. The submitted Course must contain at least *two (2) hours of training in each of these topic areas*:

- **Early Learning Standards and Developmentally Appropriate Practices**
- **Communication**
- **Professional and Leadership Development**
- **Business Management**
- **Advocacy for the Parents, Children, and Staff in the Family Child Care Home**

For your convenience, the table below cross-references the topics with the corresponding Workforce Knowledge and Competencies (WKC). Please note that the course does NOT have to address all listed standards. Please select the Standards that are appropriate for the content included in the course.

<p>Topic Area 1: Early Learning Standards and Developmentally Appropriate Practices <i>At least two hours in the topic area required</i></p>
<ul style="list-style-type: none"> - ECE 1.1: Using knowledge of young children’s characteristics, cultural and linguistic backgrounds, and their needs to plan appropriate and responsive learning experiences - ECE 1.2: Using knowledge of the multiple influences on development and learning to create inclusive and responsive learning environments - ECE 1.3: Using developmental knowledge to create healthy, respectful, supportive, and stimulating learning environments and relationships - ECE 1.4: Creates emotionally and physically safe environments for children - ECE 5.1: Utilizing the GELDS as a framework for growth and development - ECE 5.2: Utilizing content knowledge in the GELDS Physical Development and Motor Skills domain, selects, implements, and evaluates developmentally appropriate activities for each and every child, taking into consideration cultural context, home language, and individual needs - ECE 5.3: Utilizing content knowledge in the GELDS Social and Emotional Development domain, selects, implements, and evaluates developmentally appropriate activities for each and every child, taking into consideration cultural context, home language, and individual needs - ECE 5.4: Utilizing content knowledge in the GELDS Approaches to Play and Learning domain, selects, implements, and evaluates developmentally appropriate activities for each and every child, taking into consideration cultural context, home language, and individual needs - ECE 5.5: Utilizing content knowledge in the GELDS Communication, Language, and Literacy domain, selects, implements, and evaluates developmentally appropriate activities for each and every child, taking into consideration cultural context, home language, and individual needs - ECE 5.6: Utilizing content knowledge in the GELDS Cognitive Processes and General Knowledge domain, as well as all sub-domains, selects, implements, and evaluates developmentally appropriate activities for each and every child, taking into consideration cultural context, home language, and individual needs
<p>Topic Area 2: Communication <i>At least two hours in the topic area required</i></p>
<ul style="list-style-type: none"> - ECE 2.1: Fostering family engagement in the child’s educational experiences - ECE 2.2: Developing partnerships with families - ECE 2.3: Utilizing community resources - ECE 3.3: Sharing, reporting, and communicating assessment, observation, or developmental screening data while maintaining supportive and respectful family partnerships - ECE 4.1: Developing positive relationships with each and every child - ECE 4.3: Intentionally planning and preparing a learning environment that nurtures each and every child’s initiative, encourages active exploration of materials, supports engagement with activities, and encourages interactions with others

<ul style="list-style-type: none"> - ADM 3: To market the program to parents and the community
<p>Topic Area 3: Professional and Leadership Development <i>At least two hours in the topic area required</i></p>
<ul style="list-style-type: none"> - ECE 6.1: Engages in professional and ethical behavior - ECE 6.2: Demonstrating a commitment to ongoing professional learning - ECE 6.3: Building collaborative relationships - ADM 7: To foster good community relations and to influence child care policy that affects the program
<p>Topic Area 4: Business Management <i>At least two hours in the topic area required</i></p>
<ul style="list-style-type: none"> - ADM 1: To develop and maintain an effective organization - ADM 5: To maintain and develop the facility and equipment - ADM 8: To practice responsible fiscal management
<p>Topic Area 5: Advocacy for the Parents, Children and Staff in the Family Child Care Learning Home <i>At least two hours in the topic area required</i></p>
<ul style="list-style-type: none"> - ECE 3.3: Sharing, reporting, and communicating assessment, observation, or developmental screening data while maintaining supportive and respectful family partnerships - ADM 7: To foster good community relations and to influence child care policy that affects the program