



Training Approval Policy and Procedures

(WSL-TRN-003)

Georgia Department of Early Care and Learning
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**Georgia Dept
of Early Care
and Learning**

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LEGAL AUTHORITY: O.C.G.A. Sec. 20-1A-1 et seq.

Cross Reference/See Also: Georgia Training Approval Reference Guide

1 PURPOSE

The purpose of this policy and procedures document is to provide guidelines on how to become approved to conduct Training for early care and education professionals and conduct Professional Learning opportunities that meet Training approval criteria as established by the Georgia Training Approval (GTA) system, a department of the Georgia Department of Early Care and Learning (DECAL).

2 SCOPE

The policy and procedures in this document apply to all individuals who apply to become Trainers, individuals who are Approved Trainers, coordinators of approved Conferences, Training participants, Georgia Training Approval (GTA) staff, and employees of the Georgia Department of Early Care and Learning (DECAL).

3 TERMS AND DEFINITIONS

The following table lists terms that may be used throughout this policy and procedures document. Definition of these terms are provided below in alphabetical order.

| Term | Definition |
|--------------------------------|---|
| Administrative Review | The right to request reconsideration of an unfavorable decision made by GTA or DECAL against an Approved Trainer. |
| Approved Trainer | Individual who has been approved by GTA to provide Training for early care and education professionals in Georgia. |
| Fraud | An intentional false statement, misrepresentation of a material existing fact, or withholding of information by a person who knew or should have known that the statement or representation was false or that information was withheld to obtain or attempt to obtain certifications or approvals for which such person is not eligible. GTA will respond to Approved Trainers who commit Fraud as described in section 6.2 of this policy. Applicants for a trainer designation who commit Fraud during the application process will be deemed ineligible for trainer designation; their applications will not be approved. |
| Concern | A complaint or formal notice of dissatisfaction. |
| Conferences | Conferences are approved as Large Peer-Reviewed Conferences, Regular Conferences, or Short Conferences. All Conferences approved by GTA must be open to the public. |
| Course | A Professional Learning experience planned and taught by an Approved Trainer that is longer than eight hours in duration and is completed over several days or several months. Courses may be completed online or face-to-face or may be a hybrid, containing both online and face-to-face components. A Course may require out-of-class assignments and there is often an ongoing relationship between the Trainer and the participants as well as between the participants. Some Courses may require Approved Trainers to receive additional approvals before they can be authorized to offer the Course for licensing credit, e.g., the 40-Hour Director Course and the 120-Hour Child Development Associate (CDA) Course. |
| Large Peer-Reviewed Conference | A multi-day, multi-session Professional Learning event approved by a peer review selection process with individuals other than the sponsoring organization's own staff or personnel. Conferences approved by GTA must be open to the public. |

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| Term | Definition |
|-----------------------|---|
| Primary Trainer | The Approved Trainer whose approved Training or Course is the subject of a Secondary Trainer request. |
| Professional Learning | Specialized Training provided to adults in the early childhood/child development field designed to help improve their professional knowledge, competence, skill, and effectiveness. |
| Rescind | GTA has the right to terminate a Trainer's approved status in response to concerns. |
| Regular Conference | Any large Training event offering concurrent sessions over multiple days. A Regular Conference is not peer-reviewed. Conferences approved by GTA must be open to the public. |
| Response to Concerns | Actions that are available under federal, state, or local law, regulation, or policy that may be used by GTA when an Approved Trainer is found to be in noncompliance with Training Approval Policies and Procedures or the Trainer Agreement. |
| Secondary Trainer | An Approved Trainer who has been approved to offer a Training or Course originated by another Approved Trainer. |
| Short Conference | A one-time, half or full day event with nationally, regionally, or state-wide known speaker(s) providing a single content session (not concurrent sessions). Conferences approved by GTA must be open to the public. |
| Specialty Trainer | An Approved Trainer who has specialized training and is approved to conduct training in one area of expertise. GTA recognizes these specialty areas: Health and Safety; Foods and Nutrition; School Age Care; Special Needs and Inclusion; Administrative Management of Programs; and Social Work, Mental Health and Family Services. |
| Trainer Orientation | An online training that provides information about Professional Learning and Training approval in Georgia. All applicants for a Trainer designation must successfully complete the Trainer Orientation training. |
| Trainer Code | An identification number assigned to an Approved Trainer upon approval. This code must be included on certificates the Trainer awards to Training participants. |
| Training | A Professional Learning experience planned and taught by an Approved Trainer that is eight hours or less in duration. Trainings may be completed online or face-to-face or may be a hybrid, containing both online and face-to-face components. Typically, there is no ongoing relationship beyond the Training experience between the Trainer and participants, unless the Training is part of an ongoing quality-improvement project. |

4 POLICY AND PROCEDURES CONTENT AND GUIDELINES

4.1 Overview

Georgia Department of Early Care and Learning (DECAL) administers licensing and registration for child care learning centers, family child care learning homes, and informal care providers. To ensure safe and healthy environments and to improve the quality of services, DECAL requires each employee in a licensed child care learning center or family child care learning home to have ten (10) clock hours of professional development Training each year. DECAL, other state agencies, and Approved Trainers provide this Training.

To evaluate the qualifications of potential Trainers and ensure Training meets high quality standards, a Georgia Training Approval (GTA) system was established in 1995, and now resides as a department of DECAL. GTA approves all Trainings that count toward licensing credit for child care providers. In addition, GTA ensures the approved Training provided 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.

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4.2 Individual Trainer Approval

- 4.2.1 Individuals who wish to provide Training for child care licensing credit in Georgia must be (1) approved as a Trainer by being assigned a Trainer designation and a Trainer Code and (2) submit Trainings and Courses for approval.
 - 4.2.1.1 Employees of DECAL may choose to apply for an Approved Trainer designation but are not required to do so to provide Training on DECAL's behalf.
- 4.2.2 GTA does not approve Trainers for cardiopulmonary resuscitation (CPR), first aid/automated external defibrillator (AED) or fire safety Courses.
- 4.2.3 Current information about how to apply, qualifications, and required supporting documentation is attached as Appendix A.
- 4.2.4 The Training designation approval process may take up to ten (10) working days. After the application has been reviewed, the applicant shall receive a notification by e-mail indicating the status of the application (e.g., approved, deferred, or not approved).
 - 4.2.4.1 If, during the application review process, the application or its supporting documentation is found to be incomplete and/or requirements have not been met, the applicant will be notified via e-mail.
 - 4.2.4.2 Applications are approved if all requirements are met. If approved, the Trainer signs a Trainer Agreement and is then assigned a Trainer designation and a unique Trainer Code. Trainers may then begin submitting Trainings and Courses for approval.
 - 4.2.4.3 Applications will be deferred if GTA's review determines that more information is needed. If the application is deferred, GTA will specify what additional information is needed from the applicant. GTA will review the application again when needed information is submitted.
 - 4.2.4.4 Applications are not approved if GTA's review determines that requirement(s) are not met. If the application is not approved, GTA will advise the applicant of the requirements that were not met. Applicants may submit documentation for review if they later meet the requirements. If the application is not approved, Applicants may request an Administrative Review of their application, if desired. See **Section 6: Review Process** for additional information.
- 4.2.5 Once an individual's application is approved, a signed Trainer Agreement must be submitted before a Trainer Code can be assigned. The Trainer Agreement is attached as Appendix B.
- 4.2.6 Designation as an Approved Trainer does not constitute employment by DECAL. Approved Trainers who are not employees of DECAL must not make any oral or written representation suggesting, implying or stating that an employment relationship or agency relationship exists between the Approved Trainer and DECAL. This restriction includes, but is not limited to, the use of DECAL's name and/or logo on business cards, flyers, résumés, curricula vitae (CV), business web pages, logos, signatures, social media, or networking sites. Approved Trainers may represent that they are GTA Approved Trainers.
- 4.2.7 Neither DECAL nor GTA will provide letters of recommendation for Approved Trainers. Approved Trainers may not list individual DECAL or GTA staff, or DECAL or GTA as an organization, as a reference. Approved Trainers may state their Trainer designation status on a resume, CV, cover letter, or application.
- 4.2.8 Specialty Trainer and Trainer I designations must be renewed every three (3) years. Trainer II and Trainer III designations must be renewed every five (5) years. Trainer applications for renewal are subject to review by GTA. Trainers must meet requirements for a Trainer designation to be renewed. Current information about how to renew a Trainer designation is attached as Appendix C.

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4.2.8.1 Approved Trainers are informed about renewal requirements in the following ways: Training Approval Policy; the GaPDS webpage; Approved Trainer's GaPDS account page; Trainer Orientation; reminder emails from GTA; and the Trainer Agreement.

4.2.8.2 Trainers who do not apply to renew their Trainer designation by the deadline will have their Trainer designation expired. In addition, their approved Trainings and Courses will all be expired, and any scheduled Training sessions and Courses will be cancelled.

4.2.9 **Trainings and Courses with additional approval requirements:** DECAL and GTA have identified additional requirements that must be met before certain Trainings and Courses can be offered by Approved Trainers. A current list of these Trainings and Courses is attached as Appendix D.

4.2.9.1 DECAL reserves the right to modify these additional approval requirements and to add Trainings and Courses with additional approval requirements. Approved Trainers will be notified when these types of changes are made.

4.2.10 Concerns about Approved Trainers will be investigated by GTA as described in [Section 6: Review Process](#).

4.3 Training Approval:

4.3.1 Before scheduling and delivering Professional Learning sessions for licensing credit, Training and Courses offered by individually Approved Trainers must be approved by GTA. Training Approval Application instructions are attached as Appendix E.

4.3.2 GTA does not approve Trainings for cardiopulmonary resuscitation (CPR), first aid/automated external defibrillator (AED) or fire safety Courses.

4.3.3 Submitted Training Approval Applications must accurately reflect the Georgia Workforce Knowledge and Competencies (WKC), learning objectives, content, procedures/methods, assessment of learning, time and sequence, format, and number of Training hours.

4.3.4 Submitted Training Approval Applications must be designed to meet beginning, intermediate, or advanced criteria as defined by GTA that correspond to the skill, education, and experience level of the intended audience. Current information about Training levels is attached as Appendix F.

4.3.5 Trainings must be a minimum of one (1) hour. Trainings and Courses may only be approved in half-hour increments.

4.3.6 An Approved Trainer may not submit a Training or a Course for which he/she is not the original author without the written permission of the author or sponsoring organization. Permission could also take the form of evidence of successful completion of a Train-the-Trainer Course authorized by the author or sponsoring organization.

4.3.7 The Approved Trainer must acknowledge a Training Agreement for each Training and Course submitted. Applications cannot be submitted if the agreement is not acknowledged.

4.3.8 The Training approval process begins when the Training Approval Application is complete. Applications are reviewed in the order in which they are received. The Training approval process may take up to ten (10) business days. Courses, such as the 120-Hour CDA Course or the 40-Hour Director Course may take longer to review. The approval process may also take longer than 10 business days if the Training is deferred and revisions to the Application are requested. Trainers should not schedule Training sessions before they are approved by GTA. After the Training Application has been reviewed, the Trainer will receive a notification by e-mail indicating the status of the review (e.g., approved, deferred, or not approved).

4.3.8.1 Applications are approved if all requirements are met. If approved, the Training or Course is assigned a unique Code. Trainers may then schedule Training sessions.

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4.3.8.2 Applications will be deferred if GTA's review determines that the Training or Course does not meet requirements. If an Application is deferred, GTA will inform the Trainer of the reasons for deferral and the Trainer may revise and resubmit the Application for review.

4.3.8.3 Applications are not approved if GTA's review determines that content is not in alignment with the WKC's, if the Trainer lacks the appropriate credentials to offer the Training, or if the instructional plan needs extensive revisions. GTA consults DECAL on appropriateness of content. GTA will advise applicants on reasons for non-approval of Trainings or Courses. Applicants may revise and resubmit the Application for review. Trainers may request an Administrative Review of Training Applications that are not approved, if desired. See [Section 6: Review Process](#) for additional information.

4.3.9 GTA does not provide ongoing technical assistance to Trainers whose Trainings or Courses have been deferred or not approved.

4.3.10 Trainings and Courses expire five (5) years from the date of approval for the Primary Approved Trainer or upon expiration of their Trainer designation, whichever comes first.

4.3.10.1 Trainers may request that their Trainings and Courses be expired by emailing TrainingApproval@dec.al.ga.gov.

4.3.10.2 GTA or DECAL may from time to time expire Trainings and Courses per the agency's needs. Trainers will be advised of the reasons for the expiration.

4.3.10.3 Expired Trainings and Courses may not be delivered for state-approved credit.

4.3.10.4 The Approved Trainer is responsible for resubmitting any Trainings and Courses that are expired or nearing expiration. The renewal must include an updated instructional plan.

4.3.11 If significant changes are made to the content and/or procedures of an approved Training, Trainers must submit a new Training Approval Application.

4.3.12 Additional requirements apply to certain types of Trainings. GTA or DECAL may periodically modify these requirements or add new types to this list. Approved Trainers will be notified of modifications or additions to the list of Trainings with additional requirements.

4.3.12.1 **Online and Distance Learning:** Applications submitted for online/distance learning Trainings or Courses must meet additional requirements. Current information about online/distance learning is attached as Appendix G.

4.3.12.2 **120-Hour CDA, 40-Hour Director Courses and Family Child Care Learning Home Pre-Service Courses** must meet additional requirements. Current information about approval for these Courses is attached as Appendices H, I and J.

4.3.12.3 **CCDF Health and Safety Orientation Trainings:** Compliance with state regulations regarding the CCDF Health and Safety Orientation Training is required for any provider serving children receiving CCDF subsidies. In addition, DECAL also requires all licensed and exempt providers to take the Health and Safety Orientation. Approved Trainers may submit Trainings for approval to meet the CCDF requirements. The Application Submission Guide for these Trainings is attached as Appendix K.

4.3.12.4 **DECAL Core Rules and Regulations Trainings:** Approved Trainers may submit Trainings for approval on DECAL's core rules and regulations for child care learning centers and family child care learning homes. Current information about these Trainings can be found in Appendix D.

4.3.12.5 **DECAL Early Language and Literacy Lab Trainings:** Under the Georgia Early Literacy Act, effective July 2025, all teaching staff working in licensed and license-exempt Child Care Learning Centers and Family Child Care Learning Homes are required to obtain two (2) annual Early Language and Literacy training clock hours. To meet this requirement trainings must be approved

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for inclusion in DECAL's Early Language and Literacy Lab (ELLL). Approved Trainers may submit Trainings for inclusion in the ELLL. Current information about approval for these trainings is attached as Appendices S and T.

4.4 Secondary Trainer Approval

- 4.4.1 The Secondary Training request process permits an Approved Trainer (the Primary Trainer) to authorize another Trainer to deliver an approved Training or Course belonging to the Primary Trainer.
 - 4.4.1.1 The Primary Trainer is the person whose approved Training or Course is the subject of the Secondary Trainer request.
 - 4.4.1.2 The Primary Trainer proposes an approved Training or Course to another Approved Trainer by completing a request which may be accessed through the Primary Trainer's GaPDS account. Only Approved Trainers may be proposed as part of a Secondary Trainer request.
 - 4.4.1.3 The Primary Trainer is responsible for providing the instructional plan and training the Trainer who is the subject of the Secondary Trainer request.
 - 4.4.1.4 The completion of the request prompts an e-mail which is sent to the proposed Trainer, who must then complete the process through their GaPDS account.
 - 4.4.1.5 Once GTA approves the Secondary Trainer request, the Secondary Trainer is assigned a unique Code for the approved Training.
 - 4.4.1.6 Only the Secondary Trainer can request that an assigned Code be made inactive or unapproved.
 - 4.4.1.7 Neither GTA nor DECAL will mediate in the case of disputes between Primary Trainers and Trainers approved under the Secondary Trainer process.
 - 4.4.1.8 Approved Secondary Trainings and Courses have the same expiration date as the original Primary Training or Course. When the original Training or Course expires under the Primary Trainer, the Secondary Trainer's approval expires as well, and any sessions that have been scheduled in GaPDS will be canceled.
 - 4.4.1.9 If the Primary Trainer revises the Training or Course and resubmits it to GTA for review, they must advise the Secondary Trainers of the changes and repeat the Secondary Trainer request process.

4.5 Training Delivery

- 4.5.1 GTA recommends that Training sessions be scheduled for no more than six (6) hours per day. However, recognizing that some longer Courses or specialized content may require more time, Approved Trainers may deliver a maximum of eight (8) hours of Training per day.
- 4.5.2 Content must be consistent with current theories of child development, DECAL WKC's, quality standards, best practices, and licensing regulations.
- 4.5.3 Trainers must reference and provide citations to the appropriate works used in Training material and adhere to copyright laws.
- 4.5.4 Approved Trainers must have the capability to deliver the Training or Course, including supplying the necessary equipment and/or making provisions for access to appropriate facilities.
- 4.5.5 Trainers and organizations work independently to schedule, set fees, and provide Professional Learning events. The responsibility to pay fees, costs, or reimbursements is between the Trainee and the Approved Trainer. DECAL and GTA do not mediate payment disputes between Approved Trainers and participants.
 - 4.5.5.1 DECAL staff may not charge fees to provide trainings and may not offer private trainings to the early learning workforce in Georgia outside of their responsibilities as employees of

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DECAL. DECAL staff must report any outside employment, professional association memberships, and board service to Human Resources and complete the Notification of Outside Employment Form.

- 4.5.5.2 DECAL staff are expected to provide trainings under the agency's Approved Sponsor Organization code. DECAL staff must get approval from their immediate supervisor and Georgia Training Approval before offering trainings under their individual trainer code.

4.6 Certificates

- 4.6.1 Approved Trainers are responsible for distributing certificates to participants who successfully complete the approved Training or Course. Attendance requirements and, if applicable, assignments or other required activities must be met for the attendee to receive credit. Assignments and any other requirements must be outlined in the approved application.

- 4.6.1.1 Attendance and any other requirements for completion of the Training or Course must be communicated to participants, preferably in advance of the scheduled session or beginning of the Course.

- 4.6.2 Approved Trainers' certificates must contain accurate information and include the following: Training title; Training date(s) and location; Trainer's name, Code, and signature; Training Code; WKC's standards; Training participant's name and signature; the number of clock hours; and a statement that the Training or Course is state-approved for child care providers.

- 4.6.2.1 Certificates may not include the DECAL logo, the GaPDS logo, or the GTA logo. Certificates may include the statement, "This Training is approved by Georgia Department of Early Care and Learning".

- 4.6.2.2 Certificates may not in any way imply that the Training or Course is presented on behalf of DECAL or that the Trainer serves as an agent or representative of DECAL.

- 4.6.2.3 Certificates issued by DECAL employees must also include the agency's Approved Sponsor Organization code.

- 4.6.3 A certificate will not be distributed to a participant who does not attend the full session of a Training or does not meet attendance requirements. As a guideline, participants who miss 15 minutes or more of a Training session may be denied a certificate. Trainers may also deny certificates to participants who do not complete required assignments or activities as detailed in approved applications.

- 4.6.4 Approved Trainers may not issue certificates to themselves for attending a training that they delivered.

- 4.6.5 Health and Safety Orientation Training Certificates must contain required information. A sample Certificate is attached as Appendix L.

4.7 Quality Assurance

- 4.7.1 On-site observations may be conducted to verify that the delivery of Trainings or Courses approved through GTA is consistent with instructional plans as stated in the Training Application. See section 4.3.

- 4.7.1.1 GTA staff may periodically schedule random on-site observations.

- 4.7.1.2 On-site observations may be announced or unannounced.

- 4.7.1.3 GTA staff may also schedule on-site observations or visits at the request of DECAL or upon receipt of a Concern about an Approved Trainer and/or Training or Course.

- 4.7.1.4 Generally, the on-site visits are not intended as technical assistance. Feedback is not provided unless there are issues observed that should be brought to the Trainer's attention. The evaluation form for face-to-face trainings is attached as Appendix M. Evaluations of

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distance learning, hybrid and online courses may also be conducted. The evaluation form for these trainings is attached as Appendix N.

4.7.1.5 Trainers will be notified of announced observations through e-mail of the date and time of the on-site observation or visit and must make themselves available.

4.7.2 Once an on-site observation has been scheduled, the Trainer must let GTA know if the session is canceled or the Trainer or the Training or Course has changed since the observation was confirmed.

4.7.3 In addition to or instead of an on-site observation, GTA may request that participants in a Training or Course complete and submit a standardized evaluation after an identified session. The forms may be distributed, collected, and submitted to GTA by the Trainer; or participants may obtain a form from the GaPDS website and submit individually. If completed evaluations reveal an issue that should be brought to the Trainer's attention, GTA will address the issue with the Trainer. The participant evaluation forms for face-to-face and online or distance learning are attached as Appendices O and P.

4.8 Conference Approval

4.8.1 A "professional development day" for in-house Training that is exclusive to a select group will not be reviewed as a Conference by GTA.

4.8.2 Conferences approved by GTA will be listed in the GaPDS calendar and must be open to the public.

4.8.3 A Conference coordinator (who may or may not also be an Approved Trainer) must submit an online application to have a Short Conference; Regular Conference; or Large, Peer-Reviewed Conference approved for child care licensing credit. Additional information, such as presenter criteria and application requirements are attached as Appendix Q.

4.8.4 Conference Approval Applications must be submitted at least thirty (30) days prior to the scheduled Conference date.

4.8.5 Conferences are approved at the beginning level only.

4.8.6 A Conference may not be scheduled or advertised until after it has been approved and an Approval Code assigned.

4.8.7 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."

4.8.8 No more than six (6) hours of state approved licensing credit shall be granted for a Conference regardless of the number of days of the Conference.

4.8.9 The following events may not be included in the total clock hours of state-approved licensing credit: opening and closing addresses; keynote speeches; luncheon speakers; site visits; cardiopulmonary resuscitation (CPR) Training; first aid Training; roundtable discussions; exhibits; networking socials; and field trips.

5 ROLES AND RESPONSIBILITIES

| Role | Responsibilities |
|-------|---|
| DECAL | <ul style="list-style-type: none"> Establish policy(s) and procedures. Ensure development and implementation of an effective Training approval program to meet child care licensing requirements. Investigate any suspected Fraud and violations of the Trainer Agreement and policies. Respond to Concerns about Trainers determined to be in violation of Training policies or the Trainer Agreement. Create systems to ensure quality of Professional Learning opportunities. |

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| Role | Responsibilities |
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| GTA | <ul style="list-style-type: none"> Establish procedures. Review and approve Trainer designations, Trainings, Courses, and Conference applications. Provide timely notice of application status. Implement on-site observations or visits designed to ensure quality. Communicate with Trainers and the public about GTA. Respond to and investigate Concerns or other issues. Notify DECAL of any suspected Fraud or violations of Training Approval Policy and Procedures or Trainer Agreement. |
| Approved Trainers | <ul style="list-style-type: none"> Comply with DECAL's Training Approval Policy and Procedures. Provide true and accurate information to DECAL, GTA, and to Training participants. Ensure that contact information in their GaPDS account is up to date (name, mailing address, e-mail address, phone, etc.). Respond in a timely manner to requests for information from DECAL and GTA. Ensure that content is consistent with Georgia's Rules and Regulations for Child Care Learning Centers and Homes, the Georgia Early Learning and Development Standards, and Georgia's WKC's. Negotiate fees for Professional Learning directly with participants. Ensure that certificates comply with required information. Maintain documentation for at least five (5) years after the Professional Learning event. Provide GTA free access to any Course and make dates available for quality assurance visits as requested. |
| Training Participants | <ul style="list-style-type: none"> Pay any fees or costs directly to the Approved Trainer. Provide true and accurate information to DECAL, GTA, and to Approved Trainers. Complete requirements as communicated by the Approved Trainer. Report any unprofessional behavior or actions from Approved Trainers to GTA in a timely manner. Maintain records pertaining to own Professional Learning. |

6 REVIEW PROCESS

6.1 Trainer Concerns

- 6.1.1 Concerns regarding an Approved Trainer or a Training or Course may originate from several sources: Training participants, sponsors of Professional Learning events, other Trainers, DECAL staff members, concerned citizens or others. Concern Form is attached as Appendix R.
- 6.1.2 Concerns from Training participants, sponsors of Professional Learning events, or other Trainers may include but are not limited to: lack of response to participants or sponsors; unprofessional communications or actions before, during, or after Professional Learning events; inaccurate content; misrepresentation of content or completion requirements; problems with administration such as registration, fees, or issuance of certificates.

6.1.2.1 Neither DECAL nor GTA can or will mediate disputes between Approved Trainers and Training participants regarding financial transactions.

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6.1.2.2 Concerns regarding completion requirements set forth by an Approved Trainer that are in alignment with Training Approval Policies will not be addressed by GTA or DECAL.

- 6.1.3 Concerns from units within DECAL may include but are not limited to: unprofessional behavior or actions before, during, or after Professional Learning events; issuance of inaccurate or Fraudulent certificates; misrepresentation of affiliation with DECAL or GTA; unauthorized use or misuse of DECAL or GTA logo; failure to respond to communications from DECAL or GTA; intentional misrepresentation or submission of falsified information or documentation.
- 6.1.4 Concerns from GTA may include but are not limited to: failure of Trainer to comply with Trainer Agreement; failure of Trainer to respond to communications with GTA; failure of Trainer to meet Trainer designation renewal requirements; attempts to deliver expired Trainings or Courses or Trainings or Courses that have not yet been approved; use of another Trainer's Code; intentional misrepresentation or submission of falsified information or documentation.
- 6.1.5 Review of Concerns. The Training participant or sponsoring agency shall first attempt to resolve the issue with the Trainer. If unsuccessful, the Concern Form must be submitted in writing within sixty (60) days of the original Professional Learning event.

6.1.5.1 The Concern Form must be submitted by the individual participant or event organizer and not a third party. For example, a DECAL licensing consultant should not submit a concern about a Professional Learning event on behalf of a center owner. A director should not submit a concern on behalf of a teacher.

6.1.5.2 Completed Concern Forms shall be directed to GTA using one of the following options:

| | |
|----------------|---|
| Address | Georgia Training Approval Georgia Department of Early Care and Learning 2 Martin Luther King, Jr. Dr., SE, Suite 754 Atlanta, GA 30334 |
| E-mail | TrainingApproval@decals.ga.gov |

6.1.5.3 GTA takes all Concerns about Approved Trainers and Professional Learning events seriously and all are handled in a confidential manner. As much as possible, GTA will protect the identity of the complainant, unless the Training participant requests to be contacted by the Approved Trainer.

6.1.5.4 Within ten (10) business days of receiving the completed Concern Form, GTA staff will review the written statement and notify the requestor that the Concern is being addressed or that the Concern does not fall within the scope of this policy and procedures. A contact name and e-mail address or phone number from the person filing the form must be listed to process the Concern Form.

6.2 Response to Concerns

- 6.2.1 Upon completion of an investigation into a Concern, GTA has the right to respond to the Concern.
- 6.2.2 If GTA determines that the Concern is within the scope of Training Approval Policy and Procedures, the Trainer will be notified of the Concern and asked to respond. GTA may require the Trainer to respond in writing to the Concern and document how this problem will be addressed in the future, even if the Trainer disagrees with the allegation. GTA will review the response; and, if there is adequate explanation and attention to the matter, the Concern will be considered resolved. If the Trainer's response is not satisfactory, further actions may be taken.
- 6.2.3 GTA may take any or all of the following actions it deems necessary:

| | | | |
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- 6.2.3.1 Require the Trainer to make changes to the instructional plan and/or administrative policies or procedures. Documentation that the changes were made will be required.
- 6.2.3.2 Require the Trainer to distribute the GTA evaluation form to participants for a specified period or a specified number of Professional Learning events.
- 6.2.3.3 Conduct an on-site observation. After the observation, the reviewer will provide feedback and support to the Trainer as needed. The Trainer may be required to submit documentation of how the reviewer's feedback has been incorporated into practice.
- 6.2.3.4 Place the Trainer on probationary status. Depending on the nature of the Concern(s), the Trainer may be placed on probationary status with specified requirements that must be met to regain active status. Trainers in probationary status may not submit new Trainings or Courses for approval.
- 6.2.3.5 Place Trainer on remediation status for a minimum of three (3) months. The Trainer will be required to work under the mentorship of an Approved Trainer in good standing with GTA, which must approve the selected mentor before mentoring begins. Any fees associated with the mentorship would be the responsibility of the Trainer on remediation status. While in remediation status, the Trainer must notify GTA of all scheduled Professional Learning events at least five (5) business days before the scheduled session. Trainers in remediation status may not submit new Trainings or Courses for approval. The Trainer must have a recommendation from the mentor to be removed from remediation status.
- 6.2.3.6 Upon renewal of Trainer approval status, require Trainer to go through an on-site observation conducted by GTA. After the observation, the reviewer will provide feedback and support to the Trainer as needed.
- 6.2.3.7 Notify DECAL for additional review of the situation and possible further actions, which may include an office Conference involving the Trainer, GTA, and DECAL staff.
- 6.2.4 DECAL and GTA fully expect Approved Trainers to comply with all recommendations and any other actions deemed appropriate to improve the quality of the Professional Learning and administrative practices. Trainers who do not respond or do not comply with recommendations will have their designation revoked.
- 6.2.5 GTA will decide if the complainant should be notified of the outcome.
- 6.2.6 Approved Trainer status is subject to being rescinded at any time for any reason. Decisions to rescind designations are made by GTA.
 - 6.2.6.1 If GTA rescinds a Trainer Designation in response to concerns, Trainer will be notified within 30 days.
 - 6.2.6.2 Trainers whose Trainer Designation has been rescinded are not eligible for re-approval until 12 months have elapsed from the date the designation was rescinded.

6.3 Administrative Review

- 6.3.1 The Trainer has the right to request an Administrative Review of adverse decisions reached by GTA or DECAL. Request for Administrative Review should be in writing and submitted to DECAL's Professional Learning Unit. The request for Administrative Review must be postmarked within ten (10) business days of the receipt of an adverse decision. While under Administrative Review, all decisions made as a result of the investigation into the Concern will remain in place until the Administrative Review is complete.
- 6.3.2 Trainers have the right to seek advice or support from anyone they choose, at their own expense.
- 6.3.3 A Trainer may request an Administrative Review by following these procedures.
 - 6.3.3.1 Send written correspondence requesting the review. This correspondence should include:

| | | | |
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- The Trainer's full name and Trainer Code
- Full contact information: e-mail address, daytime telephone number, and complete mailing address
- A statement or explanation of the request and why the decision should be reversed
- Signature of Approved Trainer and date signed

6.3.3.2 Send the correspondence and any supporting documentation using one of the following options:

| | |
|----------------|--|
| Address | Professional Learning Unit Georgia Department of Early Care and Learning 2 Martin Luther King Jr. Dr. Suite 754 Atlanta, GA 30334 |
| E-mail | proflearning@dec.al.ga.gov |

6.3.3.3 The Director of the Professional Learning Unit, along with designated staff, will review the documentation and if needed, request additional documentation. If no additional documentation is needed, DECAL will contact the Trainer within ten (10) business days of receipt of the request with the determination of whether the Response to the Concern will be removed, modified, or will stand as issued. The Administrative Review decision is final, and no other review will be granted.

6.3.3.4 If the request for Administrative Review is not received within ten (10) business days of the adverse decision, the adverse action will be final and not subject to further review.

7 ADDITIONAL QUESTIONS AND INQUIRIES

Any questions relating to Training Approval Policy and Procedures should be directed to GTA at 404-267-2760 or, if outside the metro Atlanta area, 1-888-924-2737 or TrainingApproval@dec.al.ga.gov.

POLICY REVISION HISTORY

| Version | Date | Description of Change | Author |
|---------|----------|--|------------|
| 002 | 09.08.21 | <ul style="list-style-type: none"> • Updated Health and Safety Orientation content requirements | Laura Reid |
| 003 | 06.25.25 | <ul style="list-style-type: none"> • Added submission guide and certificate template for Early Language and Literacy Lab (Appendices S & T) • Updated child development content requirements for Health and Safety Orientation Training – 10 Hours (Appendix K) • Updated policy number from PLU to WSL (new unit name) | Laura Reid |
| | | | |
| | | | |

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APPENDICES

Appendix A: How to Become a Georgia Approved Trainer

Appendix B: Sample Trainer Agreement

Appendix C: Trainer Renewal

Appendix D: Trainings and Courses with Additional Approval Requirements

Appendix E: Training Approval Application Instructions

Appendix F: Training Levels

Appendix G: Application Submission Guide for Online and Distance Learning

Appendix H: Training Approval Requirements for 120-Hour CDA Courses

Appendix I: Training Approval Requirements for 40-Hour Director Courses

Appendix J: Application Submission Guide for Family Child Care Learning Home Pre-Service Course

Appendix K: Application Submission Guide for CCDF Health and Safety Orientation Training

Appendix L: Sample Certificate of Completion for CCDF Health and Safety Orientation Training – 10 Hours

Appendix M: Evaluation Form for GTA Coordinator: Face-to-Face Trainings

Appendix N: Evaluation Form for GTA Coordinator: Online, Distance Learning, and Hybrid Trainings

Appendix O: Evaluation Form for Participants: Face-to-Face Trainings

Appendix P: Evaluation Form for Participants: Online, Distance Learning, and Hybrid Trainings

Appendix Q: Conference Approval

Appendix R: Concern Form

Appendix S: Application Submission Guide for Early Language and Literacy Training

Appendix T: Sample Certificate of Completion for Early Language and Literacy Lab Trainings

Appendix A: How to Become a Georgia Approved Trainer

Definitions

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

Early Care and Education Experience: A total of three years of experience as reported on a CV or résumé; experience 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 5
- Experience as Director of a center or family child care learning 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 (TA) provider from a state or federally approved project functioning as:
 - An Inclusion Coordinator or Education Coordinator
 - A trained observer or assessor using nationally recognized instruments (applicant must have received Training on instruments utilized)
 - Other TA provider experience to be reviewed by GTA
- Experience teaching high school-, college-, or university-level Early Childhood or Child Development Course

ECE-/CD-Related Coursework: Degrees in areas other than 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 Course, curriculum Training of more than 15-hour segments, etc. can be substituted for some or all the 15 semester or 25 quarter hours of related coursework. A Trainer III applicant may use only 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.

Providing Professional Development: Trainer applicants can demonstrate experience in providing professional development to adults by documenting on their résumé or CV experience in supervisory roles, or as a Trainer, co-Trainer, member of a team conducting Training, apprentice Trainer, TA provider, career advisor, or consultant.

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 to train in one of the specialty areas listed below. You must have a minimum of a bachelor's degree with either 1) a major consistent with the relevant field or a bachelor's degree (any field) with at least three (3) Courses (nine (9) semester/15 quarter hours) relevant to the specialty area or 2) a license or credential in the 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 and School Age Care; and others as deemed appropriate.

Trainer Orientation: An online training that provides information about Professional Learning and Training approval in Georgia. All applicants for a Trainer designation must successfully complete the Trainer Orientation training.

Training for Trainers (TFT) I, II, III: Applicants for Trainer I, II and III designations must show evidence of having completed state-approved Training for Trainers Courses. Applicants may substitute other Trainings or Courses to meet this requirement if they meet content and hour requirements.

Trainer Designations

Individuals who wish to provide Training for child care licensing credit must complete the Trainer Designation Application. Review the table below and select a Trainer designation for which to apply based on your qualifications. Applications and submitted documentation will be reviewed to determine if requirements are met.

To apply for a Trainer designation, first create an account in the Georgia Professional Development System (GaPDS) and log in to that account. Then, complete the GaPDS Profile. The next step is to complete an application for a Trainer designation. Individuals may apply for only one Trainer designation: Specialty Trainer, Trainer I, Trainer II, or Trainer III. Please review the matrix below for the qualifications and requirements for each designation. Scroll down for more detailed information on each requirement.

A key difference among the Trainer I, II, and III designations is the level of Training that each designation is permitted to provide for licensing credit. Scroll down to the matrix below to review the Training levels that each designation is permitted to provide.

Designation Matrix

The Trainer Designation Application requires that applicants submit supporting documentation showing that they meet all the requirements. For example, college transcripts are used to meet the education requirement. Scroll down for additional detail on the types of documentation needed for each requirement.

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

Designations

| Requirements | Designations | | | |
|--------------|--|---|--|---|
| | Specialty Trainer | Trainer I | Trainer II | Trainer III |
| | Basic Requirements 1. Trainer Orientation 2. Two recommendation letters discussing professional competencies (dated & written within past six (6) months) | | | |
| | Education Bachelor's degree with a major consistent with the relevant field or a bachelor's degree (any field) with at least 3 Courses (9 semester/15 quarter hours) relevant to the specialty area. | Career Level VIII or higher as validated by the Georgia Professional Standards Commission | Career Level VIII or higher as validated by the Georgia Professional Standards Commission | Career Level X or higher as validated by the Georgia Professional Standards Commission. Transcripts must show graduate level ECE related Courses. |
| | Adult Learning 40 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 | 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 |

About Specialty Trainers

Early Childhood Education is not considered a specialty area. The Specialty Trainer designation is for those individuals who do not meet the requirements for Trainer I, II, or III but do have qualifications in a specialty field applicable to DECAL Training requirements for child care providers. Those who wish to provide Training in early childhood education must qualify and apply for a Trainer I, II, or III designation.

Specialty Trainer applicants must specify one specialty area on their application. Specialty Trainers may provide Trainings only in the specialty area for which they are approved. If their degree or credentials indicate a specialty area more specific than those listed below, they will be approved only for the specific area in which they are qualified. For example, if an applicant has a ServSafe food and beverage safety training certification, the approved specialty area will be “Foods and Nutrition – ServSafe only” and the applicant may provide Training only in ServSafe topics. The following are the specialty areas recognized by GTA:

- Health and Safety
- Foods and Nutrition
- School Age Care
- Special Needs and Inclusion
- Administrative Management of Programs
- Social Work, Mental Health, and Family Services

Required Documentation

Trainer Orientation

The Trainer Orientation is an online training that provides information about Professional Learning and Training approval in Georgia. All applicants for a Trainer designation must successfully complete the Trainer Orientation training.

Letters of Recommendation

Letters of recommendation should address the applicant’s professional abilities and be written within the past six months.

Education

All applicants (Trainer I, II, III, and Specialty) must document at least a bachelor’s degree from an institution accredited by a CHEA- or USDE-recognized agency. All Trainer I and Trainer II applicants must have a Career Level VIII or higher as validated by the Georgia Professional Standards Commission. All Trainer III applicants must have a Career Level X or higher as validated by the Georgia Professional Standards Commission. Specialty Trainer applicants must have a minimum of a Bachelor’s degree with either 1) a major consistent with the relevant field OR a Bachelor’s degree (any field) with at least 3 Courses (9 semester/15 quarter hours) relevant to the specialty area, or 2) a license or credential relevant to the specialty area or 3) a Bachelor’s degree in any field with at least three (3) Courses (9 semester/15 quarter hours) relevant to the specialty area.

Credentials earned outside of the United States must 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.

Career Levels

Trainer I and II designations require at least a Career Level VIII as validated by the Georgia Professional Standards Commission (GPSC). A Level VIII Professional has a four-year degree in the early care education field, for example a bachelor’s degree in early childhood education (ECE) or child development, OR, a bachelor’s degree in psychology or social work paired with an ECE associate degree, ECE technical college diploma (TCD), Montessori diploma, technical certificate of credit (TCC), child development associate certificate (CDA) or containing ECE or ECE-related coursework (15 semester or 25 quarter hours), or other non-ECE bachelor’s degree, combined with an ECE Associate, ECE TCD; or containing ECE or ECE-related coursework (15 semester or 25 quarter hours).

The Trainer III designation requires at least a Career Level X as validated by the Georgia Professional Standards Commission. A Level X Professional has an advanced ECE degree, for example, a master’s degree (M.A./M.S./M.Ed.) in ECE or Child Development or a non-ECE master’s degree with an ECE associate degree, TCD; or containing ECE or ECE-related coursework (15 semester or 25 quarter hours) or GPSC Certificate Level 4 with Field Codes 702, 708, 808, or 870.

ECE-Related Coursework for Trainer I, II, and III Applicants

If applicants have a major or minor in Psychology, Social Work, or a non-ECE degree, they must provide documentation of their ECE-related coursework. For these degrees to be considered ECE-related, they must have 15 semester or 25 quarter hours of ECE-related Courses. Provide documentation for all classes you want to have considered for verification. For a list of accepted Courses, reference the ECE-related Course list.

Clock Hour Conversion

1 quarter hour = 20 clock hours

1 semester hour = 33 clock hours

Required Documentation for Specialty Trainer Applicants

- ☐ Copy of transcripts documenting at least a bachelor's degree
- ☐ Copies of licenses/credentials relevant to specialty area (required if major/minor is not relevant to specialty area)

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 they 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.

REQUIRED DOCUMENTATION: Adult Learning

Specialty Trainer applicants, upload the following into their GaPDS profile:

- ☐ Copies of transcripts documenting all coursework they are using to meet the adult learning requirement
- ☐ Copies of Training certificates they are using to meet the adult learning requirement
- ☐ Course description, agenda, or syllabus for each Training/Course they are using to meet the adult learning requirement (not required for the four Courses/Trainings listed above)

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. TFT 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)

Substitutions

While there are some TFT Courses that are state-approved Trainings, applicants may substitute other Trainings they have taken to meet the TFT requirement if the hours and content can be documented as meeting the requirements for the TFT. These content requirements are listed in the Training for Trainers Substitution Request Section. It typically takes several Trainings to meet the content and hour requirements when substituting for a TFT.

Applicants may also substitute college-level credit Courses they have taught. If they have taught a college-level credit Course, this is typically all they will need to meet the TFT requirements. Each Course taught may be substituted for one TFT.

For each substitution submitted toward meeting the TFT requirement, applicants must submit a certificate of completion along with an agenda, syllabus, or other document indicating the content and clock hours of the Training. If applicants are substituting college-level credit Courses they have taught, they must submit documentation indicating the title of the Course, the college at which it was taught, the semester or quarter it was taught, and the credit hours awarded.

REQUIRED DOCUMENTATION: Training for Trainers

Trainer I, II, and III applicants, submit either Option A or Option B for each TFT required for their designation (see above):

Option A:

- ☐ Copies of certificates documenting completion of the state approved TFT Course(s) required for the desired designation

Option B (submit all):

- ☐ Copies of Training certificates being used to substitute for the TFT requirement (must list Trainings on TFT Substitution Request Form)
- ☐ Course description, agenda, or syllabus for each Training being used to meet the TFT requirement
- ☐ For college-level Courses applicant has taught: a syllabus or other official documentation from the teaching institution that includes the title of the Course, the college at which it was taught, the semester/quarter it was taught, and the credit hours awarded.

Experience

Those applying for a Trainer I, II, or III designation must document at least three (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; the other two years may be either direct experience or indirect experience. Indirect only experience will not sufficiently meet the experience requirement. See definitions for more information.

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

REQUIRED DOCUMENTATION: Experience

Trainer I, II, and III applicants, upload the following:

- ☐ Résumé or CV documenting three years (36 months) of experience with children, at least one of which is direct experience

Specialty Trainer applicants, upload the following:

- ☐ Résumé or CV documenting three years (36 months) of experience relevant to the specialty area

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, member of a team providing Training, apprentice Trainer, technical assistance provider, career advisor, or consultant.

REQUIRED DOCUMENTATION: Professional Development

Trainer II and III applicants, upload the following:

- ☐ Résumé documenting 30 hours (for Trainer II) or 50 hours (for Trainer III) of experience providing professional development to adults in the early childhood education or child development field

If you need assistance at any time during the application process, please
contact us at:

1-888-924-2737 or TrainingApproval@decal.ga.gov

Appendix B: Sample Trainer Agreement

This is a sample Trainer Agreement. The Agreement is found in the Trainer Application and is subject to change. Trainer:

1. Agrees to uphold Training Approval Policy and Procedures and abide by the terms of this Agreement for the period beginning the date Trainer is initially approved and continuing through the date Trainer's designation expires;
2. Agrees to respond promptly to all inquiries or requests for information from Georgia Training Approval (GTA) and Georgia Department of Early Care and Learning (DECAL);
3. Agrees to maintain up-to-date contact information in GaPDS account;
4. Agrees to ensure that Training and Course content is consistent with Georgia's Rules and Regulations for Child Care Learning Centers and Homes, the Georgia Early Learning and Development Standards, and Georgia's Workforce Knowledge and Competencies;
5. Agrees to award no more than eight (8) clock hours of credit in any one (1) day;
6. Agrees not to award certificates to anyone who does not attend the full Training or Course or complete required assignments;
7. Agrees to maintain supporting documentation related to Trainings and Courses provided, including but not limited to, rosters, attendance records, instructional plans and handouts, and participant evaluations during the term of this agreement and for a period of 5 years after the Training was delivered (if face-to-face) or completed by participant (if online or other distance learning);
8. Agrees to make supporting documentation available for review by DECAL and GTA staff immediately upon request and without the benefit of prior notice or announcement of review;
9. Agrees to provide GTA free access to any Training or Course and make dates available for quality assurance visits as requested;
10. Agrees to indemnify and hold DECAL and GTA harmless from liability resulting from acts or omissions of the Trainer, its agents, subcontractors, or employees pertaining to the activities to be carried out under this Agreement;
11. Agrees to conduct self in a professional manner which will enhance the integrity of the early care and education field;
12. Understands that Trainer and Training Codes are uniquely assigned to Approved Trainers and approved Trainings and Courses and may not be used by other individuals;
13. Understands that Trainer designation must be renewed in accordance with Training Approval Policy and Procedures, and that failing to apply for renewal by the deadline or not meeting the renewal requirements will result in expiration of Trainer designation;
14. Understands that if Trainer designation is rescinded for any reason, eligibility for re-approval will not be available until twelve (12) calendar months have elapsed since its revocation;
15. Understands that some Trainings and Courses have additional requirements that must be met before being offered by Approved Trainers. These include but are not limited to: Health and Safety Orientation Trainings, 120-Hour CDA Courses, and 40-Hour Director Courses;
16. Understands that DECAL may modify additional approval requirements and add Trainings or Courses with additional approval requirements at any time and Trainers are responsible for such modifications as applicable;
17. Understands that DECAL or GTA may randomly monitor any Training or Course session for quality control purposes with or without notice to Trainers;
18. Understands that failure to uphold Training Approval Policy and Procedures and abide by the terms of this Agreement may result in a revocation of Trainer designation;
19. Understands that Trainer designation does not constitute employment by the State of Georgia, in particular, DECAL or GTA;
20. Understands that verbal or written communications must not indicate that Trainer is employed by DECAL or GTA (e.g., business cards or flyers, CVs, resumes, business web pages, logos, signature, social media, or networking

sites); however, communication may reflect that Trainer and Trainings or Courses are approved by DECAL;

21. Understands that misrepresentation of self as an employee of DECAL or GTA is a violation of Georgia law and is prosecutable to the full extent of the law;
22. Understands that GTA or DECAL may terminate this Agreement if the Trainer fails to meet the requirements of this Agreement or for any reason at any time as DECAL deems appropriate; and
23. Understands that the Trainer may terminate this Agreement at any time by notifying GTA of intention to do so.

Appendix C: Trainer Renewal

Once approved with a designation, renewal of Trainer designation is necessary to remain a state-approved Trainer. Trainer I and Specialty Trainer designations expire after three (3) years, and Trainer II and III designations expire after five (5) years. The requirements for renewal are as follows:

| <i>Specialty Trainer</i> Renew every 3 years | <i>Trainer I</i> Renew every 3 years | <i>Trainer II</i> Renew every 5 years | <i>Trainer III</i> Renew every 5 years |
|--|--|--|--|
| <ol style="list-style-type: none">1. 15 clock hours of continuing education related to specialty area2. Evidence of having taught at least one (1) state-approved Training in specialty area per year since the approval date | <ol style="list-style-type: none">1. 45 clock hours of continuing education related to adult learning or early care and education2. Evidence of having taught at least one (1) state-approved Training per year since the approval date | <ol style="list-style-type: none">1. 75 clock hours of continuing education related to adult learning or early care and education2. Evidence of having taught at least one (1) state-approved Training per year since the approval date | |

Once approved with a Trainer designation, Trainers who do not renew their designation per the requirements listed above will have their designation revoked and must wait twelve months from the revocation to apply for a new designation.

Appendix D: Trainings and Courses with Additional Approval Requirements

| Trainings and Courses with Additional Approval Requirements | |
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| Health and Safety Orientation Training | <p>Eligible trainers may submit a CCDF Health and Safety Orientation Training for state approval by completing a Training Approval Application that meets both Georgia Training Approval expectations and the CCDF requirements.</p> <p>Health and Safety Orientation Trainings may be submitted for approval only by a Trainer I, II or III. Submitted Courses are reviewed to make sure they meet the CCDF content requirements. Refer to Appendices J and K in this document for additional information about content and certificate requirements for this Course.</p> |
| DECAL Core Rules and Regulations Trainings | <p>DECAL Core Rules and Regulations Trainings: Trainings on DECAL's core rules and regulations for child care learning centers and family child care learning homes require additional review. These Trainings must have a title that begins with 'Georgia DECAL Rules and Regulations: (insert rule here)'. For example, if the topic is the transportation rule, the title must be as follows:</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Georgia DECAL Rules and Regulations: Transportation</p> </div> <p>The Training must address the specific rules and regulations covered (e.g., Transportation, Staff/Child Ratios and Supervision, Playgrounds, etc.) and must include the legal description of the specific licensing rules cited verbatim. DECAL child care licensing rules can be found at http://dec.al.ga.gov/ProviderSearch/RuleSearch.aspx.</p> |
| 40 Hour Director Course | <p>Additional approval is required for Approved Trainers who wish to offer a 40-Hour Director Course. Once the Trainer is approved, the Course must also be submitted for approval. The Course must meet certain content requirements. For more information about the content requirements for these Trainings, visit www.gapds.dec.al.ga.gov</p> |
| 120 Hour CDA Course | <p>The 120-Hour CDA Course fulfills the educational requirement for the CDA credential awarded by the Council for Professional Recognition. The Council for Professional Recognition does not require that CDA Courses be approved by states; however, only GTA approved Trainings and Courses can be used for licensing credit or listed on the GaPDS Training calendar.</p> <p>Additional approval is required for Approved Trainers who wish to offer state-approved Training hours for a 120-Hour CDA Course. To have a CDA Course approved for DECAL Training hours, a Trainer must first apply for and become approved as a CDA Trainer. Once approved as a CDA Trainer, the CDA Course must be submitted for approval.</p> <p>Note: Georgia approval is not required for Courses to be used toward the CDA credential. Approval by GTA does not guarantee that the Course will be accepted by the Council for Professional Recognition. It is the Trainer's responsibility to make sure that Courses will be accepted by the Council.</p> <p>For more information about the additional requirements for a CDA Course, visit www.gapds.dec.al.ga.gov.</p> |
| Family Child Care Learning Home Pre-Service Course | <p>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:</p> <ul style="list-style-type: none"> • Early Learning Standards • Communication • Professional and Leadership Development • Business Management • Advocacy for the Parents, Children, and Staff in the Family Child Care Home |

| Trainings and Courses with Additional Approval Requirements | |
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| Early Language and Literacy Training | <p>Under the Georgia Early Literacy Act, starting July 2025, all teaching staff working in licensed and license-exempt Child Care Learning Centers and Family Child Care Learning Homes are required to obtain two (2) annual Early Language and Literacy training clock hours.</p> <p>Trainers may submit trainings for inclusion in DECAL's Early Language and Literacy Lab by completing a Training Approval Application that meets both Georgia Training Approval expectations, and the content requirements. Refer to Appendices S and T in this document for additional information about content and certificate requirements for these trainings.</p> <p>Language and literacy trainings approved before this requirement went into effect can be revised to meet the requirements and resubmitted for review.</p> |

Appendix E: Training Approval Application Instructions

Training Application must include all the following information. Please contact GTA at (888) 924--2737 or TrainingApproval@dec.al.ga.gov for help with questions. All applications must be submitted online at www.gapds.dec.al.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 face-to-face (classroom) format, online/distance learning format, webinar format, or in a hybrid (combination of face-to-face, webinar, and/or online/distance learning) format. Note: Online/distance learning Courses must meet additional requirements. See Appendix G: Application Submission Guide for Online and Distance Learning for more details. | | | | | | | | | | | | |
| D. Language | Indicate whether the Training will be taught in English or Spanish. | | | | | | | | | | | | |
| E. Description | Provide a description of the Training. Limit 25 words. | | | | | | | | | | | | |
| F. Training Level | <p>Identify the target audience for the Training in terms of level of experience in early care and education:</p> <p>Beginning Level Training: Most appropriate for entry-level professionals or professionals who are further along in their careers, but who would benefit from new information or from a refresher. Covers basic understanding and demonstration of skills.</p> <p>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 applying and refining skills.</p> <p>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.</p> | | | | | | | | | | | | |
| 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> <table border="0"> <tr> <td>1) Administration</td> <td>4) Infant 0 – 12 months</td> <td>7) Georgia's Pre-K 4 years</td> <td>10) Dual language learners</td> </tr> <tr> <td>2) Center-based care</td> <td>5) Toddler 13 – 36 months</td> <td>8) School Age 5 + years</td> <td></td> </tr> <tr> <td>3) Home-based care</td> <td>6) Preschool 3 – 4 years</td> <td>9) Inclusion</td> <td></td> </tr> </table> | 1) Administration | 4) Infant 0 – 12 months | 7) Georgia's Pre-K 4 years | 10) Dual language learners | 2) Center-based care | 5) Toddler 13 – 36 months | 8) School Age 5 + years | | 3) Home-based care | 6) Preschool 3 – 4 years | 9) Inclusion | |
| 1) Administration | 4) Infant 0 – 12 months | 7) Georgia's Pre-K 4 years | 10) Dual language learners | | | | | | | | | | |
| 2) Center-based care | 5) Toddler 13 – 36 months | 8) School Age 5 + years | | | | | | | | | | | |
| 3) Home-based care | 6) Preschool 3 – 4 years | 9) Inclusion | | | | | | | | | | | |
| H. Workforce Knowledge and Competencies (WKC) | List the Workforce Knowledge and Competencies standards (WKC) that best fit the content of the training. The Workforce Knowledge and Competencies can be found on the Professional Learning page at www.dec.al.ga.gov . | | | | | | | | | | | | |
| 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. Ask yourself, "How will the quality of child care be improved by attendance at the Training?" | | | | | | | | | | | | |
| K. WKC-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 • Enable the Trainer to determine that the learning objectives are met during the Training session • Be in logical and sequential order | | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> • 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. For each WKC standard chosen for the training, the trainer must identify at least one (1) learning objective that addresses the WKC. The total number of WKC's for the training should be appropriate for the length of 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. For each WKC standard chosen for the training, the trainer must identify at least one (1) learning objective that addresses the WKC. The total number of WKC's for the training should be appropriate for the length of 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. For each WKC standard chosen for the training, the trainer must identify at least one (1) learning objective that addresses the WKC. 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 |
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| <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/pairs • Direct coaching/help with specific skills • Hands-on activities • Experiential learning activities • Dissemination of information/mini-lectures • Instructions games/activities • Scenarios/mental imagery • Role play • Skills 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 • Skills 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 to allow for in-depth discussion and high-level information processing. The suggested minimum length for an advanced level Training is three (3) to four (4) hours.</p> |
| <p>N. Content</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 • PowerPoint • Reference information (title, author/producer, publishing company and date) of DVDs/videos or audio segments used to support Training <p>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 |

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| | <ul style="list-style-type: none"> 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 at this level have a basic understanding of child development. This 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: 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 | | |
| O. Assessment of Learning Outcomes | <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. Examples of evaluation activities at each Training level include:</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 each other</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. Materials List | <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 necessary materials should be listed. Include copies of handouts and PowerPoints with reference/copyright information.</p> | | |
| Q. Participant Evaluation of Training | <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. Include a copy of the evaluation form.</p> | | |
| R. Reference List | <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> <table> <tr> <td> <ul style="list-style-type: none"> Author Date of publication Title of article </td> <td> <ul style="list-style-type: none"> Title of journal or book Publisher (or complete URL for internet reference) </td> </tr> </table> | <ul style="list-style-type: none"> Author Date of publication Title of article | <ul style="list-style-type: none"> Title of journal or book Publisher (or complete URL for internet reference) |
| <ul style="list-style-type: none"> Author Date of publication Title of article | <ul style="list-style-type: none"> Title of journal or book Publisher (or complete URL for internet reference) | | |

Appendix F: Training Levels

Early care and education professionals in Georgia can find Training and other professional development opportunities tailored to their individual needs. Workforce Knowledge and Competencies (WKC) and Administration (ADM) are addressed in Training at the beginning, intermediate, or advanced level.

Beginning Level Training

Beginning Level Training is most appropriate for entry-level professionals; or, in some cases, professionals who are further along in their career, who would benefit from new information or from a refresher. Beginning Level Training provides participants with an understanding of basic content and opportunities to develop skills.

Intermediate Level Training

Intermediate Level Training is most appropriate for professionals who have a few years of experience and some Training, formal education, and/or credentials. Intermediate Level Training allows participants to expand knowledge and apply and refine skills.

Advanced Level Training

Advanced Level Training is most appropriate for professionals who have some formal education in the early care and education field. Advanced Level Training is for professionals most often in leadership or mentor roles such as lead teachers, directors, administrators, etc. Advanced Level Training focuses on giving participants a more thorough knowledge and understanding of developmentally appropriate practice.

For additional information about Training levels, see the WKC's discussed on the Resources page at www.gapds.decal.ga.gov

Appendix G: Application Submission Guide for Online and Distance Learning

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

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| <i>For Categories A through K, follow guidelines in the Training Approval Application Instructions.</i> | |
| L. Training Methods | <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"> • Online group activities • Labs • Other assignments • Writings to reflect on readings • Projects 4. Participants complete activities throughout the Training such as <ul style="list-style-type: none"> • Contributions and responses to online discussions • Completion of online assignments • Portfolio submissions • Special projects and/or presentations • Creation of authentic products • 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) |
| M. Time & Sequence | <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 |
| N. Content | <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 participant and Trainer interactions |
| O. Trainer Assessment of Learning Outcomes | <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. Materials List | <i>Follow guidelines in the Training Approval Application Instructions.</i> |
| Q. Participant Evaluation of Training | <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 |
| R. Reference List | <i>Follow guidelines in the Training Approval Application Instructions.</i> |

Appendix H: Training Approval Requirements for 120-Hour CDA Courses

Georgia approval for the 120-Hour CDA Course is reserved for professionals who have attained Approved Trainer status and want to provide a Course specific to the educational requirement for the CDA credential awarded by the [Council for Professional Recognition](#). While the Council for Professional Recognition does not require that CDA Course be state approved, many Approved Trainers may want to have their CDA Course approved so that it can be listed in the statewide Training calendar. To be a Georgia-approved CDA Trainer, applicant must first be a Trainer I, II or III, and then meet additional qualifications (see below). Once approved as a CDA Trainer, applicant can submit the CDA Course for approval.

Because the CDA Course is a 120-hour commitment for the Trainer and the participant, applicants must have prior experience teaching a long-term Course. Applicants must also meet these additional requirements:

- 1) Submit a résumé documenting all the following:
 - Direct experience teaching in a child care program
 - At least three (3) years of experience providing Training/education for adults in child development and developmentally appropriate practice areas
 - Experience teaching at least one (1) CDA Course (or a long-term Training over several weeks or months, i.e., a college Course or credential Training)
- 2) Provide a letter of recommendation from an individual addressing the applicant's skills and experience working with young children and teaching a long-term Course.

To submit a 120-Hour CDA Course for approval, complete a Training Approval Application that includes enough content detail so that the reviewer can document the full 120 hours of required Course content covering the eight (8) CDA content areas. The Training should include at least 10 hours in each of the following content areas:

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

If the Course requires the use of a textbook or textbooks by participants for most of the Course content, GTA staff may ask to review the textbook, especially if it is not one regularly used for CDA Courses.

Note: *Georgia approval of CDA Course is not required for the Course to be used for the CDA credential, nor does Georgia approval guarantee that the Course will be accepted by the Council for Professional Recognition. It is the Trainer's responsibility to make sure the proposed Course will be accepted by the Council.*

Appendix I: Training Approval Requirements for 40-Hour Director Courses

Georgia approval for the 40-Hour Director Course is designed for Trainers who wish to conduct the Course to meet the DECAL requirements for child care learning center program directors. Only professionals approved as both a Trainer I, II, or III, and as a Director Trainer are eligible to submit their proposed 40-Hour Director Courses for approval.

To become an Approved Director Trainer, applicants must be designated as a Trainer I, II, or III and submit:

1. A current résumé documenting *all* the following:
 - At least three (3) years of experience serving as the individual directly responsible for the functioning, management, and finances of a child care learning center
 - Experience conducting long-term Courses or Training of 10 hours or more in the past 3 years, such as CDA Training and/or college Courses
 - At least three (3) years of experience, Training, or education in child development and developmentally appropriate practice
 - At least three (3) years of experience working directly with children in an early childhood care and education setting
2. Letter of recommendation from an individual addressing applicant's skills and abilities as a center director

To submit a 40-Hour Director Course for approval, applicants must complete a [Training Approval Application](#). The Course should be developed to fit the needs of the intended audience and should focus primarily on program administrator components, such as licensing, legal issues, parent communication, management, and leadership. Contact GTA for more information about the following required topics:

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| 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) | |

Appendix J: Application Submission Guide for Family Child Care Learning Home Pre-Service Courses

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)(b)(2) to be packaged together in a course and, once approved, may list their Course in the Georgia Professional Development System (www.gapds.decal.ga.gov). The Course must consist of a minimum of 10 hours.

290-2-3-.04(2)(b) 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, communication, developmentally appropriate practices, 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; 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
- 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.

| | |
|---|--|
| Topic Area 1: Early Learning Standards | <i>At least two hours in the topic area required</i> |
| <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 | |
| Topic Area 2: Communication | <i>At least two hours in the topic area required</i> |
| <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 - ADM 3: To market the program to parents and the community | |
| Topic Area 3: Professional and Leadership Development | <i>At least two hours in the topic area required</i> |
| <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 | |
| Topic Area 4: Business Management | <i>At least two hours in the topic area required</i> |
| <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 | |
| 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> | |
| <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 | |

Appendix K: Application Submission Guide for CCDF Health and Safety Orientation Training

Eligible trainers may submit a Health and Safety Orientation Training for state approval by completing a Training Approval Application that meets both Georgia Training Approval expectations and the CCDF requirements listed below. Programs required to obtain CCDF Health and Safety Orientation Training include all DECAL- licensed facilities, all license-exempt facilities that accept CAPS subsidies, and informal CAPS providers. Georgia Approved Trainers can submit training to be approved for the CCDF Health and Safety Orientation Training and, once approved, may schedule their training sessions at www.gapds.dec.state.ga.us.

CCDF Health and Safety Orientation Training Content

The CCDBG Act of 2014 added a new provision specifying that States must establish health and safety requirements for providers serving children receiving CCDF assistance relating to matters included in the topics listed below, and have pre-service or orientation training requirements, appropriate to the provider setting, that address these health and safety topic requirements. The training may include other additional training content but **must include a breakdown of the specific content hours relating to Health and Safety (minimum of 10 total hours)**, which must include the following content:

- Prevention and control of infectious diseases (including immunization)
- Prevention of sudden infant death syndrome and use of safe sleeping practices
- Administration of medication, consistent with standards for parent consent
- Prevention of and response to emergencies due to food and allergic reactions
- Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic
- Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment
- Emergency preparedness and response planning for emergencies resulting from a natural disaster or a human-caused event. Topics must include: evacuation; lockdown; shelter-in procedures; lightening; fire; carbon monoxide poisoning; communicable disease; structural damage; loss of water, electricity, heat or cooling system; heatwave; loss of a child (on-site or on a field trip); serious injury or death of a child; bomb threat; chemical or radiation exposure; dangerous person; returning to facility and reunification with family members at evacuation site; continuity of operations; accommodations for infants and toddlers, children with disabilities, children and staff with chronic medical conditions; and special accommodations to ensure that staff have access to medications, forms, and means of communicating with state and local emergency responders and families
- Handling and storage of hazardous materials and the appropriate disposal of bio contaminants
- Precautions in transporting children
- Recognition and reporting of child abuse and neglect
- Child development – must include all major developmental domains:
 - ☐ Cognitive
 - ☐ Social and emotional
 - ☐ Physical development and motor skills
 - ☐ Communication, language, and literacy
 - ☐ Approaches to play and learning

Appendix L: Sample Certificate of Completion for CCDF Health and Safety Orientation Training - 10 Hours

Trainers must present a Certificate of Completion to all participants who successfully complete a CCDF Health and Safety Orientation Training. To document the participant's Training experience, the Training certificate must include the information listed below. Please note that the Georgia Department of Early Care and Learning (DECAL) logo may not be included on the certificate. Also, the Department's name may not be used in any way that implies that the Training is presented on behalf of the Department or that the Trainer serves as an agent or representative of the Department. The sample document below shows the approved use of the Department's name on a Certificate of Completion.

| | |
|--|------------------------------|
| CERTIFICATE OF COMPLETION | |
| JOHN DOE | |
| _____ Participant's Name | |
| Training Date(s): | Location: |
| Health and Safety Orientation Training – 10 Hours | |
| Training Code: TG-BFTS-00000 | |
| Training Level: Beginning | |
| Clock Hours Total – 10 Hours | |
| Workforce Knowledge & Competency Standards: ECE 1.3, 1.4, 4.2 & 5.1 | |
| Trainer: Jane Doe, TR-BFTS-0000 | |
| This Training is approved by Bright from the Start: Georgia Department of Early Care and Learning. | |
| _____ Participant's Signature | _____ Trainer's Signature |

REQUIRED INFORMATION

Participant's Name

Training Date(s) & Location

Training Title (must be titled as shown)

Training Code Training Level & WKC's

Clock Hours (Clock Hours Total must equal 10 Hours)

Trainer Name & Code

Statement of Approval

Trainer's & Participant's Signature

Appendix M: Training Evaluation Forms for GTA Specialist: Face-to-Face Trainings

Title of Training: _____

Training Code: _____

Name of Trainer: _____

Trainer Code: _____

Date of Training: _____ Time: _____ Location: _____

| | Strongly Disagree | Disagree | Neither Disagree nor Agree | Agree | Strongly Agree |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| 1. The training began as scheduled. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The training ended as scheduled. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The trainer was organized and prepared. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The trainer listened to and responded effectively to participant comments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The trainer was knowledgeable about the training topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The trainer was professional throughout the training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The trainer used illustrative examples to support the training content. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The quality of the training met expectations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The training was sensitive to the needs of the participants. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The training kept participants engaged and interested. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The handouts, materials, and activities were helpful in the learning process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. The activities covered could be useful in participants' daily work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. The content covered could be useful in participants' daily work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. The training contributes to educational, professional, and/or personal development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. This training was applicable to (<i>check all that apply</i>): <input type="checkbox"/> Family Child Care Learning Homes <input type="checkbox"/> Child Care Learning Centers | | | | | |
| What were the strengths of the trainer and training? | | | | | |
| How might the trainer improve this training? | | | | | |
| Overall, how would you rate this training? <input type="checkbox"/> Very Poor <input type="checkbox"/> Poor <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very Good | | | | | |

Office use only

Coordinator Name:

Appendix N: Training Evaluation Forms for GTA Specialist: Online, Distance Learning and Hybrid Trainings

Title of Training: _____

Training Code: _____

Name of Trainer: _____

Trainer Code: _____

This training was: ☐ Web based/online ☐ Distance Learning (DVD, CD) ☐ Hybrid (online and face-to-face)

Date Began: _____

| | Strongly Disagree | Disagree | Neither Disagree nor Agree | Agree | Strongly Agree |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| 1. The training was well-organized. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The trainer followed the syllabus/agenda provided. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The trainer was accessible during the training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The trainer provided timely feedback to questions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The trainer provided opportunities to engage in self-reflection. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The trainer encouraged participant interaction and feedback. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The quality of the training met expectations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The training was sensitive to the needs of the participants. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The activities covered could be useful in participants' daily work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The content covered could be useful in participants' daily work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The training kept me engaged and interested. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. The activities and assignments were relevant to the training content and learning objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. The training contributes to my educational, professional, and/or personal development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. The time and sequence of the training were appropriate for the credit hours received. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. There was a good blend of content and assessment throughout the training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What were the strengths of this trainer and training? | | | | | |
| How might the trainer improve this training? | | | | | |
| Overall, how would you rate this training? <input type="checkbox"/> Very Poor <input type="checkbox"/> Poor <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very Good | | | | | |

Office use only

Coordinator Name:

Appendix O: Training Evaluation Forms for Participants: Face-to-Face Trainings

Thank you for volunteering to complete a training evaluation. Your feedback will help improve the quality of training offered to early care and education professionals across Georgia. If you would like to comment on this training in more detail, please contact Georgia Training Approval at (888) 924-2737.

Title of Training: _____

Training Code: _____

Name of Trainer: _____

Trainer Code: _____

Date of Training: _____ Time: _____ Location: _____

| | Strongly Disagree | Disagree | Neither Disagree nor Agree | Agree | Strongly Agree |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| 1. The training began as scheduled. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The training ended as scheduled. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The trainer was organized and prepared. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The trainer listened to and responded effectively to participant comments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The trainer was knowledgeable about the training topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The trainer was professional throughout the training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The trainer used illustrative examples to support the training content. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The quality of the training met my expectations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The training was sensitive to the needs of the participants. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The training kept me engaged and interested. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The handouts, materials, and activities were helpful to the learning process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. The activities covered will be useful in my daily work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. The content covered will be useful in my daily work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. The training contributes to my educational, professional, and/or personal development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. This training was applicable to (<i>check all that apply</i>): <input type="checkbox"/> Family Child Care Learning Homes <input type="checkbox"/> Child Care Learning Centers | | | | | |
| 16. Please explain any "Strongly Disagree" or "Disagree" responses. | | | | | |
| 17. What will you do differently as a result of this training? | | | | | |
| 18. If you could make one change to improve this training, what would it be? | | | | | |
| 19. Is there anything else you would like to tell us about the training? | | | | | |
| 20. Overall, how would you rate this training? <input type="checkbox"/> Very Poor <input type="checkbox"/> Poor <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very Good | | | | | |

Email this form to TrainingApproval@dec.al.ga.gov or mail to: Georgia Training Approval • 2 Martin Luther King, Jr., Dr., SE • Suite 754 • Atlanta, GA 30334

Appendix P: Training Evaluation Forms for Participants: Online, Distance Learning and Hybrid Trainings

Thank you for volunteering to complete a training evaluation. Your feedback will help improve the quality of training offered to early care and education professionals across Georgia. If you would like to comment on this training in more detail, please contact Georgia Training Approval at (888) 924-2737.

Title of Training: _____

Training Code: _____

Name of Trainer: _____

Trainer Code: _____

This training was: ☐ Web-based/online ☐ Distance Learning (DVD, CD) ☐ Hybrid (online and face-to-face)

Date Began: _____

| | Strongly Disagree | Disagree | Neither Disagree nor Agree | Agree | Strongly Agree |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| 1. The training was well-organized. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The trainer followed the syllabus/agenda provided. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The trainer was accessible during the training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The trainer provided timely feedback to questions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The trainer provided opportunities to engage in self-reflection. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The trainer encouraged participant interaction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The quality of the training met my expectations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The training was sensitive to the needs of the participants. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The activities covered will be useful in my daily work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The content covered will be useful in my daily work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The training kept me engaged and interested. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. The activities and assignments were relevant to the training content and learning objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. The training contributes to my educational, professional, and/or personal development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Please explain any "Strongly Disagree" or "Disagree" responses. | | | | | |
| 15. What will you do differently as a result of this training? | | | | | |
| 16. If you could make one change to improve this training, what would it be? | | | | | |
| 17. Is there anything else you would like to tell us about the training? | | | | | |
| 18. Overall, how would you rate this training? <input type="checkbox"/> Very Poor <input type="checkbox"/> Poor <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very Good | | | | | |

Email this form to TrainingApproval@dec.al.ga.gov or mail to: Georgia Training Approval • 2 Martin Luther King, Jr., Dr., SE • Suite 754 • Atlanta, GA 30334

Appendix Q: Conference Approval

There are three options for Conference approval: Short Conference, Regular Conference, and Large, Peer-Reviewed Conference (see below). Approval applications for any of these options should be submitted 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 total clock hours of state-approved Training credit.
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. Events known as "professional development days" for in-house Training sessions that are exclusive to a specific group are not eligible for review by GTA.
5. Conferences approved by GTA 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 presented as a single-content session featuring one or more prominent speakers. Short Conferences offering concurrent sessions are not included in this category

Regular Conference - A Regular Conference is any large event offering concurrent sessions over multiple days.

Large, Peer-Reviewed Conference - Please call GTA to discuss this option before applying to avoid delay in approval. A Large, Peer-Reviewed Conference must meet the following criteria:

- Multi-day, multi-session event
- Sessions are developed through an open call for proposals
- Sessions are developed through a selection process conducted by peers other than agency staff or personnel
- The peer review process screens the presentations for accuracy, presenter qualifications, and suitability for the intended audience

PRESENTER CRITERIA

Presenters must meet at least one of the following criteria:

- Holder of a current professional license in the field of Training being offered
- Holder of at least a bachelor's degree in the field of Training being offered
- Minimum of five years of experience presenting in the field of Training being offered.

REQUIRED DOCUMENTATION

A complete Conference Approval Application should include the following:

- List of presenters and their credentials/qualifications with copies of CVs or résumés*
- Copy of training outline for each session**
- Copy of Conference marketing brochure
- Copy of tentative/anticipated agenda
- Copy of final Conference program
- Copy of Conference certificate
- Copy of evaluation form
- *For Large, Peer-Reviewed Conferences only:* Signed statement from Conference coordinator (or person responsible for the Conference) documenting that an open call for proposals, peer review and screening was conducted (contact GTA before applying)

* If a presenter is a State-Approved Trainer, provide the presenter's Trainer Code (TR-BFTS-XXX).

Credentials/qualifications and résumés do not need to be submitted.

** If a presenter is a State-Approved Trainer and is approved for the subject matter to be presented, provide the Training Code(s) (TG-BFTS-XXX) for each session. Training outlines do not need to be submitted.

Appendix R: Concern Form

The Concern Form must be submitted by the individual participant or event organizer and not a third party. For example, a director cannot submit on behalf of a teacher nor can a DECAL Licensing Consultant submit on behalf of a center owner. The form must be submitted within 60 days of the event.

Please be aware that DECAL will not mediate disputes between Approved Trainers and training participants regarding financial transactions. In addition, concerns regarding training completion requirements set forth by an Approved Trainer that are in alignment with Training Approval Policies will not be addressed.

Contact information for individual filing this concern:

| | |
|---------------------|--|
| First and Last Name | |
| Phone number | |
| Email address | |

| | |
|-------------------|--|
| Training Title | |
| Training Code | |
| Training Date | |
| Training Location | |
| Trainer Name | |
| Concern | |

Completed Concern Forms shall be directed to GTA using one of the following options:

| | |
|----------------|---|
| Address | Georgia Training Approval Georgia Department of Early Care and Learning 2 Martin Luther King, Jr. Dr., SE, Suite 754 Atlanta, GA 30334 |
| E-mail | TrainingApproval@dec.al.ga.gov |

For Internal Use Only

| | |
|--------------------|--|
| Date received | |
| Date response sent | |

Appendix S: Application Submission Guide for Early Language and Literacy Training

Under the Georgia Early Literacy Act, starting July 2025, all teaching staff working in licensed and license-exempt Child Care Learning Centers and Family Child Care Learning Homes are required to obtain two (2) annual Early Language and Literacy training clock hours.

Georgia Approved Trainers and Approved Sponsor Organizations (ASOs) are invited to submit Language and Literacy trainings for state approval by completing a Training Approval Application that meets both Georgia Training Approval expectations, and the content requirements listed below. Existing approved language and literacy trainings can be revised to meet the requirements and resubmitted for review.

Early Language and Literacy Lab Trainings Requirements

Submitted trainings must:

- Be a minimum of one (1) hour
- Focus on one of the following age groups or age group combinations*:
 - Infants
 - Infants & Toddlers
 - Preschool
 - Preschool and Pre-K
 - School Age

**If the training focuses on two age groups, the content must include developmentally appropriate practices that address both age groups adequately.*

- Include content that is aligned with the GELDS Communication, Language and Literacy (CLL) domain for the selected age group
- Include evidence-based early language and literacy strategies for birth to five (5) years old
- Focus on one of the following required areas:
 - Language Development
 - Building Vocabulary
 - Early Literacy Skills
 - Reading Aloud and Storytelling
 - Supporting Early Writing Skills
 - Social-Emotional Development and Language
 - Literacy Rich Environments
 - Assessment of Language and Literacy Skills
 - Culturally Responsive Literacy Practices
 - Supporting Families and Caregivers in Language and Literacy
 - Literacy and Play

Appendix T: Sample Certificate of Completion for Early Language and Literacy Lab Trainings

Trainers must present a Certificate of Completion to all participants who successfully complete trainings approved as part of DECAL's Early Language and Literacy Lab. To document the participant's Training experience, the Training certificate must include the information listed below. Please note that the Georgia Department of Early Care and Learning (DECAL) logo may not be included on the certificate. Also, the Department's name may not be used in any way that implies that the Training is presented on behalf of the Department or that the Trainer serves as an agent or representative of the Department. The sample document below shows the approved use of the Department's name on a Certificate of Completion.

REQUIRED INFORMATION

You may choose or design any layout you like for your training certificate as long as it clearly displays the following:

- ☐ Participant's Name
- ☐ Training Date(s)
- ☐ Training Location
- ☐ Training Title *(must match approved title)*
- ☐ Training Code
- ☐ Training Level
- ☐ WKC's
- ☐ Clock Hours *(must match approved hours)*
- ☐ Trainer Name & Trainer Code
- ☐ Code Statement of Approval *(must include statement that training meets the Early Language and Literacy Lab requirement)*
- ☐ Trainer's Signature *(may be electronic)*
- ☐ Line for participant's signature

CERTIFICATE OF COMPLETION

John Doe
Participant's Name

Training Date: June 24, 2025 Location: Atlanta, Georgia

Strategies for Building Literacy

Training Code: TG-BFTS-00000

Training Level: Beginning

Clock Hours Total: 1 hour

Workforce Knowledge & Competency Standards: ECE 5.5

Trainer: Jane Doe TR-BFTS-0000

This training is approved by Georgia Department of Early Care and Learning and meets the Early Language and Literacy Lab training requirement.

Participant's Signature

Trainer's Signature