

APPROVED

10/4/14



Form 1. About the Applicant (All applicants submit this form)

Date of application: August 28, 2014

Applicant Name: First 5 Tuolumne would like to utilize Columbia College unit-bearing classes)

Address: 20111 Cedar Rd. North

City: Sonora

CA Zip Code: 95370

Telephone: (209)588-8067

E-mail: sheilamkruse@gmail.com

Applying as: Organization

All applicants submit the following documents demonstrating trainer qualifications:

If individual (include all):

- Transcript verifying BA in ECE or related field
- Resume showing three years of experience in ECE or education
- Verification of experience training adults, either:
 - Written recommendations from two sources that can attest to your experience and competency, or
 - Proof of faculty status

If organization:

- Documentation of organizational capacity to utilize trainers with BA in ECE or related field, experience in ECE or education, experience teaching adults, and specialized knowledge in the topic

Seeking approval for (please complete the checklist associated with the approval option):

New Component A Training
Please attach:

- Form 2. Sections I, II, III
- Training Syllabus

OR

New Trainer for Existing EESD-Approved Training
Please attach:

- Form 2. Section I only
- Certificate or letter from the tool's authors or authorizing entity verifying current "trainer" status and/or approval to train on their tools, curriculum, or materials

Form 2. Application for Training Approval

I. TRAINING INFORMATION	
Training Title: Early Childhood Education Classes at Columbia College - up to 5 units (or equivalent online)	
Description of Training: Allow 21 hours of Component A credit for up to 5 units of college classes in ECE - local or online. 3 to 5	
What is the origin of this training?	
<input type="checkbox"/> On list of <i>EESD-Approved CARES Plus Component A Trainings</i> <input type="checkbox"/> Modified version of a training on the <i>EESD-Approved CARES Plus Component A Training</i> <input type="checkbox"/> Nationally-recognized training <input type="checkbox"/> Locally-developed training <input checked="" type="checkbox"/> Other <u>Units toward a BS or BA</u>	
Session Length: #21 total hours over #? sessions	
Delivery Method: In-person	
Availability of Training/Trainer: <input type="checkbox"/> Statewide <input checked="" type="checkbox"/> <u>Tuolumne County Only</u> <input type="checkbox"/> Limited to these specific organization(s): _____	
Cost of Training: <input type="checkbox"/> No cost <input type="checkbox"/> \$_____ per person or \$_____ per #_____ participants <input checked="" type="checkbox"/> Other cost structure: <u>cost of college units</u>	
Training Language: <input checked="" type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other: _____	
Age Level Focus: <input checked="" type="checkbox"/> Infant <input checked="" type="checkbox"/> Toddler <input checked="" type="checkbox"/> Preschool <input checked="" type="checkbox"/> Transitional Kindergarten	
Other Audience or Training Considerations: Must enroll in college for credit	
Training Methods (check all that apply):	
<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Handouts <input checked="" type="checkbox"/> Demonstration & Practice (during training) <input checked="" type="checkbox"/> Written Reflection <input checked="" type="checkbox"/> Hands-On Activities <input checked="" type="checkbox"/> Required Reading <input checked="" type="checkbox"/> Child Observation <input type="checkbox"/> Self or Program Assessment <input checked="" type="checkbox"/> Facilitated Peer Discussion <input type="checkbox"/> Hands-On Activities <input type="checkbox"/> On-site Technical Assistance <input type="checkbox"/> Other: _____	
Early Childhood Educator Competencies addressed by this training:	
<input checked="" type="checkbox"/> Child Development and Learning <input checked="" type="checkbox"/> Special Needs and Inclusion <input checked="" type="checkbox"/> Culture, Diversity, and Equity <input checked="" type="checkbox"/> Learning Environments and Curriculum <input checked="" type="checkbox"/> Relationships, Interactions, & Guidance <input checked="" type="checkbox"/> Health, Safety, and Nutrition <input checked="" type="checkbox"/> Family and Community Engagement <input checked="" type="checkbox"/> Leadership in Early Childhood Education <input type="checkbox"/> Dual Language Development <input checked="" type="checkbox"/> Professionalism	

semester or
 quarter
 system?
 2 unit
 Admin.
 254p
 (2015/16)

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- Observation, Screening, Assessment, and Documentation Administration and Supervision

II. LEARNING OBJECTIVES

Please use the Competency Areas, Performance Areas, and Topics from the Early Childhood Educator Competencies available at <http://www.cde.ca.gov/sp/cd/re/ececomps.asp> to guide your development of learning objectives for three competency areas.

Objective 1	Competency Area: Child Development and Learning
	Performance Area: Knowledge about Child Development and Learning
	Topic(s) and Competency Context(s): Developmental theory and research - supporting early learning and development.
	Specific training activity/ies that meet objective: College Classes addressing these areas; see attached course descriptions
Objective 2	Competency Area: Learning Environment and Curriculum
	Performance Area: Strategies to Support Learning and Development
	Topic(s) and Competency Context(s): Preschool Learning and Development - Supporting Early Learning and Development
	Specific training activity/ies that meet objective: College Classes addressing these areas; see attached course descriptions
Objective 3	Competency Area: Special Needs and Inclusion
	Performance Area: Developmentally and Individually Appropriate Practice
	Topic(s) and Competency Context(s): Developmentally Appropriate Practice - Supporting Early Learning and Development
	Specific training activity/ies that meet objective: College Classes addressing these areas; see attached course descriptions

III. QUALITY PROFESSIONAL DEVELOPMENT

Describe how this content and delivery reflects cultural awareness and diversity.
 It is expected that all college-level class material shall be inclusive and culturally aware.

Describe how this training supports how adults learn (see #1, Components of Quality Professional Development).
 College instructors incorporate adult learning strategies into their pedagogical approaches.

Describe how this training will help improve educators' practices and support children's healthy development, learning, and outcomes.
 The college classes are linked to the competencies, are designed to expand skills and awareness,

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and allow teachers to work toward their degree goals at less than 6 units/year (or allow those not seeking a degree to take advantage of our local professional development opportunities.)

Describe the method for evaluating whether the training met the learning objective(s).

Students must earn a grade of C or better in order to earn Component A credit.