

# FFY2025-2027 Child Care and Development Fund State Plan

## Section 6: Support for a Skilled, Qualified, & Compensated Child Care Workforce

A skilled child care workforce with adequate wages and benefits underpins a stable high-quality child care system that is accessible and reliable for working parents and that meets their needs and promotes equal access. Positive interactions between children and caregivers provide the cornerstone of quality child care experiences. Responsive caregiving and rich interactions support healthy socio-emotional, cognitive, and physical development in children. Strategies that successfully support the child care workforce address key challenges, including low wages, poor benefits, and difficult job conditions. Lead Agencies can help mitigate some of these challenges through various CCDF policies, including through ongoing professional development and supports for all provider types and embedded in the payment policies and practices covered in Section 4. Lead Agencies must have a framework for training, professional development, and post-secondary education. They must also incorporate health and safety training into their professional development. Lead Agencies should also implement policies that focus on improving wages and access to benefits for the child care workforce. When implemented as a cohesive approach, the initiatives support the recruitment and retention of a qualified and effective child care workforce, and improve opportunities for caregivers, teachers, and directors to advance on their progression of training, professional development, and postsecondary education.

This section addresses Lead Agency efforts to support the child care workforce, the components and implementation of the professional development framework, and early learning and developmental guidelines.

### 6.1 Supporting the Child Care Workforce

Lead Agencies have broad flexibility to implement policies and practices to support the child care workforce.

#### 6.1.1 Strategies to improve recruitment, retention, compensation, and well-being

a. Identify the Lead Agency activities related to strengthening workforce recruitment and retention of child care providers. Check all that apply:

- i)  Providing program-level grants to support investments in staff compensation
- ii)  Providing bonuses or stipends paid directly to staff, like sign-on or retention bonuses.
- iii)  Connecting family child care providers and center-based child care staff to health insurance or supporting premiums in the Marketplace.
- iv)  Subsidizing family child care provider and center-based child care staff retirement benefits.
- v)  Providing paid sick, personal, and parental leave for family child care providers and center-based child care staff.
- vi)  Providing student loan debt relief or loan repayment for family child care providers and center-based child care staff.
- vii)  Providing scholarships or tuition support for center-based child care staff and family child care providers.
- viii)  Other. Describe: *The Lead Agency is currently piloting a program (funded through ARPA) to support child care providers (center and family child care) by offering a*

*tuition assistance benefit for their program staff. Through the pilot, providers receive funding to help offset the cost of child care for their employees who have children attending the same program in which they work. Data from the pilot is currently being collected to determine if offering the benefit supports recruitment efforts and increased retention of existing staff. The program will continue during the next state plan (three years) funded through CCDF and will be adjusted as needed based on information from the pilot. Additionally, recognizing that business owners in the child care industry would need skills to help them become financially self-sustaining as federal coronavirus relief funds reached an end, the Lead Agency partnered with a national management consulting firm and a statewide small business development center in 2023 to create the Thriving Child Care Business Academy. The Academy provides an online platform of free training and resources to give owners and administrators of child care centers and family homes the knowledge and tools to enhance their financial management, leadership, marketing, and human resources management skills to make their facilities thriving businesses. The training in human resources management includes webinars, small study groups, individual coaching, and bilingual self-study guides and videos covering staff recruitment and retention. Providers who take advantage of these resources can receive state-approved training hours and stipends in some cases.*

- b. Describe any Lead Agency ongoing efforts and future plans to assess and improve the compensation of the child care workforce in the State or Territory, including increasing wages, bonuses, and stipends. *Using ARPA funding, the Lead Agency has developed the Providing Our Workforce Essential Recognition for Educational Development (POWER-ED) program. Through POWER-ED, professionals participating in the DECAL Scholars program receive a wage supplement each semester they are enrolled in an ECE degree or credential program. Upon graduation, recipients can participate in the Incentives program if they continue to meet eligibility requirements (see 6.1.5 for more information on Incentives). Early data from the pilot shows POWER-ED is encouraging professionals to pursue ECE degrees or credentials. The Lead Agency plans to use CCDF funding to continue the program.*
- c. Describe any Lead Agency's ongoing efforts and future plans to expand access to benefits, including health insurance, paid sick, personal, and parental leave, and retirement benefits. *The Lead Agency will explore methods for supporting access to telehealth services for ECE professionals.*
- d. Describe the Lead Agency's ongoing efforts and future plans to support the mental health and well-being of the child care workforce. *Through the Infant Early Childhood Mental Health (IECMH) Consultation Pilot, a master's level mental health professional is accessible to all child care center staff participating in the pilot. This contracted mental health provider can link the workforce to effective mental health resources in their communities and/or provide resources to the workforce as needed to support mental health and emotional wellbeing. The IECMH Consultant also provides mental health training to child care staff and families. The pilot currently serves 12 child care centers across three geographic areas (Savannah, Macon, and Atlanta - DeKalb County). The Lead Agency plans to continue this pilot. Expansion of the program will be informed by the pilot evaluation.*
- e. Describe any other strategies the Lead Agency is developing and/or implementing to support providers' recruitment and retention of the child care workforce. *The Lead Agency currently*

*oversees the DECAL Scholars program, a workforce program that supports professionals in pursuing ECE degrees and credentials. In addition to the POWER-ED program described in 6.1.2, DECAL Scholars includes scholarships that pay tuition costs for students pursuing a degree at a technical college or university and training costs for students pursuing a CDA. Upon graduation, recipients are eligible to apply for the Incentives program, which offers an annual bonus payment (up to five years) if the individual maintains employment with the same employer. Using CCDF and ARPA funding, the DECAL Scholars program was revamped in 2023 to increase access to benefits for more professionals. Program changes included adjusting eligibility requirements to make more professionals eligible for the program and increasing financial supports for earning a CDA. Early data show the program changes are resulting in more people accessing DECAL Scholars. CCDF funding will be used to maintain program changes.*

### **6.1.2 Strategies to support provider business practices**

- a. Describe other strategies that the Lead Agency is developing and/or implementing to strengthen child care providers' business management and administrative practices. *Recognizing that business owners in the child care industry would need skills to help them become financially self-sustaining as federal coronavirus relief funds reached an end, the Lead Agency partnered with a national management consulting firm and a statewide small business development center in 2023 to create the Thriving Child Care Business Academy. The Academy provides an online platform of free training and resources to give owners and administrators of child care centers and family homes the knowledge and tools to enhance their financial management, leadership, marketing, and human resources management skills to make their facilities thriving businesses. The training includes webinars, small study groups, individual coaching, and self-study guides and videos covering dozens of business topics for which providers can receive state-approved training hours and stipends in some cases. The Lead Agency plans to use CCDF funds to continue the Thriving Child Care Business Academy training program and expand its offerings during the next state plan period, including adding 3 – 5 new trainings and associated resources. Additionally, the Lead Agency incorporates training around business practices into its grants offered to child care administrators and will continue to provide offerings during the next state plan period. Directors of child care programs participating in Project LITTLE (Lifting Infants and Toddlers through Language Rich Environments) participate in a Director's Forum that covers topics on leadership, supporting grant implementation, and administrative practices that contribute to running successful child care programs.*
- b. Check the topics addressed in the Lead Agency's strategies for strengthening child care providers' administrative business practices. Check all that apply
- i)  Fiscal management
  - ii)  Budgeting
  - iii)  Recordkeeping
  - iv)  Hiring, developing, and retaining qualified staff
  - v)  Risk management
  - vi)  Community relationships
  - vii)  Marketing and public relations
  - viii)  Parent-provider communications
  - ix)  Use of technology in business administration

- x)  Compliance with employment and labor laws
- xi)  Other. Describe any other efforts to strengthen providers' administrative business: *The free Thriving Child Care Business Academy's online business training and resources available to center and family learning home owners and administrators also cover topics like tax planning, credits, deductions, and returns preparation; best practices leading to revenue growth and sustainability; business formation and incorporation; access to capital; staff benefits and compensation; emergency planning and continuity; retirement and succession planning; insurance; time management; enrollment management; setting rates; incorporation; enrolling in the CACFP; depreciation; reducing stress; creating a tuition assistance policy.*

### 6.1.3 Strategies to support provider participation

Lead Agencies must facilitate participation of child care providers and staff with limited English proficiency and disabilities in the child care subsidy system. Describe how the Lead Agency will facilitate this participation, including engagement with providers to identify barriers and specific strategies used to support their participation:

- a. Providers and staff with limited English proficiency: *CAPS created training videos which are accessible on the CAPS Provider Relations web page captioned in English and Spanish. The Georgia Child Care Administrative Payment System (GACAPS) provider portal offers a drop-down where users can select page translation in four different languages. The provider handbook and user guides will also be available in Spanish. DECAL contracts with an interpreting service to accommodate non-English speaking individuals or persons with limited English proficiency. CAPS emails providers before training sessions to determine if a provider needs the session in a language other than English.*
- b. Providers and staff who have disabilities: *CAPS created tutorial videos for providers containing American with Disabilities Act (ADA) approved captioning in Spanish and English for individuals with hearing impairments. All training and resource materials are created with ADA approved font. Prior to any training session, providers are contacted to determine if they need any accommodations. In-person technical assistance is also offered to providers.*

## 6.2 Professional Development Framework

A Lead Agency must have a professional development framework for training, professional development, and post-secondary education for caregivers, teachers, and directors in child care programs that serve children of all ages. The framework must include these components:

(1) professional standards and competencies, (2) career pathways, (3) advisory structures, (4) articulation, (5) workforce information, and (6) financing. CCDF provides Lead Agencies flexibility on the strategies, breadth, and depth of the framework. The professional development framework must be developed in consultation with the State Advisory Council on Early Childhood Education and Care or a similar coordinating body.

### 6.2.1 Updates and consultation

- a. Did the Lead Agency make any updates to the professional development framework since the FFY 2022-2024 CCDF Plan was submitted?

Yes. If yes, describe the elements of the framework that were updated and describe if and how the State Advisory Council on Early Childhood Education and Care (if applicable) or similar coordinating body was consulted: *Enter Text*

No.

- b. Did the Lead Agency consult with other key groups in the development of their professional development framework?

Yes. If yes, identify the other key groups: *In 2022, the Lead Agency convened a Workforce Taskforce to make recommendations about continued workforce development and professional learning across the state. The taskforce included representatives from advocacy organizations, higher education, family child care, center directors and teachers, and professional organizations. Taskforce recommendations will be used to inform expansion of and updates to the state's professional development framework during the next state plan period.*

No.

### 6.2.2 Description of the professional development framework

- a. Describe how the Lead Agency's framework for training and professional development addresses the following required elements:

- i) Professional standards and competencies. For example, Lead Agencies can include information about which roles in early childhood education are included (such as teachers, directors, infant and toddler specialists, mental health consultants, coaches, licensors, QIS assessors, family service workers, home visitors). *Georgia's Workforce Knowledge and Competencies (WKC) are a set of professional standards that guide the development of professional learning opportunities for early learning and school-age professionals across the state. The WKC answer the question, "What should early learning and school-age professionals know and be able to do?" The Lead Agency has recently revised the WKC for child care administrators, technical assistance providers, and trainers that will be published in the coming year. Once published, the Lead Agency will review the WKC for teachers (last revised in 2017) to determine what updates are required to ensure the WKC continue to align with best practices in ECE. The Lead Agency used Preschool Development Grant (PDG) funding to help ten master's level mental health professionals obtain a certificate from Georgetown University in Infant Early Childhood Mental Health Consultation (IECMHC). This workforce development effort supports the IECMHC pilot and increases access to mental health services for children and their caregivers. The Lead Agency contracts with the IECMH Consultants to support child care center staff, teachers, children, and their families, providing resources and referring for mental health treatment as needed.*
- ii) Career pathways. For example, Lead Agencies can include information about professional development registries, career ladders, and levels. *The Georgia Professional Development System (GaPDS) tracks the education, training, and career experiences of the state's early learning professionals. Participants in GaPDS are assigned a Career Level that aligns with the state's Career Level Lattice. GaPDS is used by teachers, assistant teachers, child care administrators, family child care providers, state approved trainers, home visitors, technical*

*assistance providers and coaches, and Lead Agency staff. Based on recommendations from the previously mentioned Workforce Taskforce, the career levels will be updated during the state plan period.*

- iii) **Advisory structure.** For example, Lead Agencies can include information about how the professional development advisory structure interacts with the State Advisory Council on Early Childhood Education and Care. *The Lead Agency convenes advisory committees that include representatives from state education agencies, technical colleges, universities, and early learning professionals working directly with children for professional development projects. Advisory committee makeup depends on the specific project or initiative. The committees review and make recommendations on the state's professional learning initiatives.*
- iv) **Articulation.** For example, Lead Agencies can include information about articulation agreements, and collaborative agreements that support progress in degree acquisition. *Georgia has collaboratively developed a strong articulation system from the community-based CDA to technical college credentials to four-year degrees. The 120 clock hours of early learning coursework required for the CDA, earned from the Council for Professional Recognition, may be used for credit toward a certificate, diploma, or degree program from a technical college. The technical certificates will articulate into an associate's degree. Many of Georgia's technical colleges have individual agreements with regional four-year institutions. As part of the state's ongoing work in this area, the Lead Agency is working collaboratively with the Technical College System of Georgia and the University System of Georgia to expand articulation and to embed the previously mentioned WKC's into coursework across participating institutions. Further, the Lead Agency has established strong relationships with the Georgia Department of Education to support the Career, Technical, and Agricultural Education (CTAE) program, which includes a track for high school students to receive initial training in early childhood education.*
- v) **Workforce information.** For example, Lead Agencies can include information about workforce demographics, educator well-being, retention/turnover surveys, actual wage scales, and/or access to benefits. *GaPDS tracks the credentials, degrees, trainings, and work history of the state's early learning workforce. While the information provided in GaPDS is self-reported by each individual user, degrees, credentials, and trainings are verified by the Georgia Professional Standards Commission (PSC), the same state agency that verifies degrees and credentials for K-12 teacher certification. GaPDS also allows users to search and register for trainings offered by the Lead Agency. GaPDS provides the Lead Agency with one central, readily-accessible system to gather data on the professional learning pathways of the early learning workforce.*
- vi) **Financing.** For example, Lead Agencies can include information about strategies including scholarships, apprenticeships, wage enhancements, etc. *As described in section 6.1.5, the Lead Agency's DECAL Scholars program provides scholarships and financial incentives for qualifying early learning professionals to obtain an initial or higher degree or credential in early learning. In addition to providing scholarships to attend public or private state institutions, the DECAL Scholars program also provides participants with stipends to help purchase books and materials needed to adequately participate in their chosen degree or credential program. Upon completing a degree or credential, qualified participants may also receive financial bonuses to*

*reward successful completion of the program and to encourage retention with their same employer. Using ARPA funds, the Lead Agency has also expanded work with the Technical College System of Georgia (TCSG) to support ECE credential attainment in adult education programs. Students in adult education are pursuing a credential while also earning a high school equivalency. The Lead Agency has partnered with TCSG to offer grants to individual technical colleges to embed either the CDA or Technical Certificate of Credit (TCC) into adult learning programs. Through this effort, the Lead Agency has worked with the Council for Professional Recognition (the organization that oversees the CDA) to change policies from accepting only a GED to accepting any state-approved high school equivalency as a prerequisite for earning the CDA. Data from the first round of grants will be used to inform program changes, and CCDF funds will be used to continue the program as appropriate. The Lead Agency is also exploring methods for embedding registered apprenticeships into the state's professional development framework.*

b. Does the State/Territory use additional elements?

Yes.

If yes, describe the element(s). (Check all that apply)

- i.  Continuing education unit trainings and credit-bearing professional development? Describe: *Enter Text*
- ii.  Engagement of training and professional development providers, including higher education, in aligning training and educational opportunities with the Lead Agency's framework? Describe: *Enter Text*
- iii.  Other. Describe: *Enter Text*

No.

### 6.2.3 Impact of the Professional Development Framework

Describe how the framework improves the quality, diversity, stability, and retention of caregivers, teachers, and directors and identify what data are available to assess the impact.

- a. Professional standards and competencies. For example, do the professional standards and competencies reflect the diversity of providers across role, child care setting, or age of children served? *Georgia regularly reviews and, as necessary, updates its Workforce Knowledge and Competencies (WKC)s to ensure they align with best practices in early childhood. Guiding principles for each set of competencies include a focus on respect for and recognition of the diverse backgrounds and experiences of professionals working in early childhood. Georgia has WKC)s for early learning and school age professionals; child care administrators and educational leaders; technical assistance providers and coaches; and trainers.*
- b. Career pathways. For example, Lead Agencies and family child care homes? *Georgia's Career Levels are based on the highest level of education earned, beginning with a high school diploma or high school equivalency at Level I and ending with a doctoral degree at Level XII. All early childhood professionals, regardless of role, are assigned a Career Level using the*

*same criteria. In 2023, Georgia convened a Workforce Taskforce to recommend ways to address workforce issues in the state. The final recommendations included revising the Career Levels, which will be done in the new state plan period.*

- c. Advisory structure. For example, has the advisory structure identified goals for child care workforce compensation, including types of staff and target compensation levels? Does the Lead Agency have a Preschool Development Birth-to-Five grant and is part of its scope of work child care compensation activities? Are they represented in the advisory structure? *As discussed above, the Lead Agency has convened a Workforce Taskforce to make recommendations for continued workforce development in the state. The recommendations include publishing an annual workforce report that includes data on compensation, turnover, credentials/degrees, and other relevant workforce data as appropriate. The annual report will be used to track the state's progress in these areas.*
- d. Articulation. For example, how does the advisory structure include training and professional development for providers, including higher education, to assist in aligning training and education opportunities? *Georgia has existing early childhood articulation agreements among technical colleges and four-year colleges that support professionals moving from a certificate, diploma, two-year and four-year degree. The agreements are strongest within programs in the same geographic region in the state. The Workforce Taskforce included representatives from advocacy organizations, child care center directors, family child care learning home operators, teachers, university faculty, technical college faculty, CCR&R staff, and approved trainers. Strengthening articulation agreements through defined career pathways was identified as a need by the Workforce Taskforce. This will be a focus area for the Lead Agency during the next state plan period.*
- e. Workforce information. For example, does the Lead Agency have data on the existing wages and benefits available to the child care workforce? Do any partners such as the Quality Improvement System, child care resource and referral agencies, Bureau of Labor Statistics and universities and research organizations collect compensation and benefits data? Does the Lead Agency monitor child care workforce wages and access to benefits through ongoing data collection and evaluation? Can the data identify any disparities in the existing compensation and benefits (by geography, role, child care setting, race, ethnicity, gender, or age of children served)? *The Lead Agency regularly conducts an economic impact study that includes information on workforce wages and benefits. The study uses data from provider surveys as well as information from the US Census and US Bureau of Labor Statistics. The report includes a comparison of child care workforce data to other industries and also compares ECE workforce compensation in Georgia with other southern states. As reported above, the Workforce Taskforce also included a recommendation for an annual workforce report. Compensation, benefits, and any disparities will be tracked through the annual report.*
- f. Financing. For example, has the Lead Agency set a minimum or living wage as a floor for all child care staff? Do Lead Agency-provider subsidy agreements contain requirements for staff compensation levels? Do Lead Agencies provide program-level compensation grants to support staff base salaries and benefits? Does the Lead Agency administer bonuses or stipends directly to workers? *Through its DECAL Scholars program, the Lead Agency provides wage supplements to child care staff who are pursuing a degree or credential in early childhood education. Recipients receive a \$1,000 supplement for each semester they are enrolled in an eligible*



*program. Additionally, upon graduation, recipients are eligible to receive an annual retention bonus (up to five years after graduation) for each year they remain with the same employer. The Lead Agency is responsible for administering Georgia's Pre-K Program. The minimum salary for Georgia's Pre-K lead and assistant teachers is set by the Lead Agency. The funds for salary and benefits for Georgia's Pre-K lead and assistant teachers is included in the Pre-K grant funding provided by the Lead Agency.*

## **6.3 Early Learning and Developmental Guidelines**

### **6.3.1 Required hours of ongoing training**

Provide the number of hours of ongoing training required annually for CCDF eligible providers in the following settings:

- a) Licensed child care centers: *10*
- b) License-exempt child care centers: *10*
- c) Licensed family child care homes: *10*
- d) License – exempt family child care homes: *N/A*
- e) Regulated or registered in-home child care: *10*
- f) Non-regulated or registered in-home child care: *N/A*

### **6.3.2 Accessibility of professional development for Tribal organizations**

Describe how the Lead Agency's training and professional development are accessible to providers supported through Indian tribes or Tribal organizations receiving CCDF funds (as applicable.) *N/A*

### **6.3.3 Professional development appropriate for the diversity of children, families, and child care Providers**

Describe how the Lead Agency's training and professional development requirements reflect the diversity of children, families, and child care providers participating in CCDF. To the extent practicable, how does professional development include specialized training or credentials for providers who care for infants or school-age children; individuals with limited English proficiency; children who are bilingual; children with developmental delays or disabilities; and/or Native Americans, including Indians, as the term is defined in Section 900.6 in subpart B of the Indian Self-Determination and Education Assistance Act (including Alaska Natives and Native Hawaiians)? *The state's health and safety trainings must include infant and toddler specific information, such as safe sleep practices and preventing shaken baby syndrome. Further, training requirements specify that information on emergency preparedness must address accommodations for infants and toddlers, children with disabilities, and children and staff with chronic medical conditions. The state has recently added health and safety training to its Online Learning Library Initiative (OLLI) in English and Spanish, the top two languages spoken in Georgia. All other OLLI trainings for child care providers are available in English and Spanish. Topics include, but are not limited to, licensure orientation (for family and center providers), social emotional development, inclusive classroom practices, developmental milestones, use of the Georgia Early Learning and Development Standards (GELDS), language and literacy development, and creating safe*

*environments. In addition, state approved trainers are allowed to submit trainings in English or Spanish for review and approval and are encouraged to develop trainings that address the unique needs of the regions of the state where the trainings will be offered. The Lead Agency also offers a Specialty Trainer designation for individuals with expertise in working with children with disabilities. Further, the Lead Agency's DECAL Scholars program, which provides financial supports for the workforce to attain a degree or credential, offers higher stipend rates for individuals pursuing an infant/toddler or family child care specific credential, such as the Infant Toddler or Family Child Care CDA. Through the DECAL Scholars program, the Lead Agency also supports CDA Professional Development Specialists, the individuals responsible for conducting the in-class observation required as part of earning a CDA. The Lead Agency provides financial support to these individuals to conduct observations in areas of need, specifically rural communities and areas where supply of Spanish speaking observers is low.*

## 6.4 Early Learning and Development Guidelines

Lead Agencies must develop, maintain, or implement early learning and developmental guidelines appropriate for children from birth to kindergarten entry. Early learning and developmental guidelines should describe what children should know and be able to do at different ages and cover the essential domains of early childhood development, which at a minimum includes cognition, including language arts and mathematics; social, emotional, and physical development; and approaches toward learning.

### 6.4.1 Early learning and developmental guidelines

- a. Check the boxes below to certify the Lead Agency's early learning and developmental guidelines are:
  - i)  Research-based.
  - ii)  Developmentally appropriate.
  - iii)  Culturally and linguistically appropriate.
  - iv)  Aligned with kindergarten entry.
  - v)  Appropriate for all children from birth to kindergarten entry.
  - vi)  Implemented in consultation with the educational agency and the State Advisory Council on Early Childhood Education and Care or similar coordinating body.
  - vii)  If any components above are not checked, describe: *Enter Text*
- b. Check the boxes below to certify that the required domains are included in the Lead Agency's early learning and developmental guidelines.
  - i)  Cognition, including language arts and mathematics.
  - ii)  Social development.
  - iii)  Emotional development.
  - iv)  Physical development.
  - v)  Approaches toward learning.

- vi)  Other optional domains. Describe any optional domains: *Enter Text*
  - vii)  If any components above are not checked, describe: *Enter Text*
- c. When were the Lead Agency’s early learning and developmental guidelines most recently updated and for what reason? *The current Georgia Early Learning and Development Standards (GELDS) were published in 2013 after an extensive two-year review and revision process. Since that time, the Lead Agency has continued to expand resources and trainings to support professionals in using the GELDS to guide instruction. The revamped GELDS website (gelds.decal.ga.gov), which includes a lesson planning portal and comprehensive activity library, was launched in January 2023. During the new state plan period, the Lead Agency will review and update the GELDS to align with updates to the K-12 Georgia Standards.*
- d. Provide the Web link to the Lead Agency’s early learning and developmental guidelines and if available, the school-age guidelines. <https://gelds.decal.ga.gov/>

**6.4.2 Use of early learning and development guidelines**

- a. Describe how the Lead Agency uses its early learning and developmental guidelines. *The Georgia Early Learning and Development Standards (GELDS) are used to guide instruction in birth – five classrooms across the state. The Lead Agency provides training and resources on how to use the GELDS in the following ways: online trainings are available on the state’s Online Learning Library Initiative (OLLI); face-to-face trainings are offered through the CCR&R network; state approved trainers who have completed the GELDS training for trainers series are authorized to offer GELDS trainings in face-to-face or webinar formats; resource guides, activity boxes, lesson planning guides, and family engagement resources are offered free of charge; the online GELDS portal offers lesson planning tools and a robust repository of activities aligned with each standard, domain, and age group.*
- b. Check the boxes below to certify that CCDF funds are not used to develop or implement an assessment for children that:
  - i.  Will be the primary or sole basis to determine a child care provider ineligible to participate in the CCDF.
  - ii.  Will be used as the primary or sole basis to provide a reward or sanction for an individual provider.
  - iii.  Will be used as the primary or sole method for assessing program effectiveness.
  - iv.  Will be used to deny children eligibility to participate in CCDF.
  - v.  If any components above are not checked, describe: *Enter Text*