

Final Report
Grant Year: 2012

Child Care Services Association

RTT/ELC Activity: Choosing and Using an Appropriate
Curriculum and Instruction Assessment Tool

Contract #: 27676

Selection of Contractor

To begin the project, a request for applications to serve as the contractor to develop the curriculum and training for the Train-the-Trainer 5 hour session on “Choosing and Using an Appropriate Curriculum and Formative Assessment Tool” was posted on Child Care Services Association’s (CCSA) website (Attachment 1). Dr. Susan Catapano from the University of North Carolina-Wilmington was selected and a contract was established.

Curriculum Development Process

Working closely with CCSA, Dr. Catapano began the process by creating a draft syllabus of the training. This syllabus was sent out to a wide variety of early childhood experts across the state on October 7, 2012. A copy of the email can be found in Attachment 2. Representatives from the Division of Child Development and Early Education, the child care resource and referral system, the Department of Public Instruction, two and four year institutions of higher education, local school systems, professional associations and other organizations were invited to respond. Using this feedback and additional feedback from DCDEE, the syllabus was revised with increased focus on formative assessment and on helping participants understand more about approved curricula.

Pilot and Revision Process

After considerable consultation with DCDEE, it was decided that the pilot would observe two trainers administering this training to a group of child care providers. Dr. Catapano provided the Train-the-Trainer training to the trainers a week prior to the pilot session. Thirteen individuals participated in that training held in Durham on November 2, 2012. Dr. Catapano, Dr. Linda Chappel from CCSA, Dr. Edna Collins and two additional DCDEE staff served as expert observers as well. In addition, two DCDEE staff members participated in the actual training. Evaluation comments from the experts were gathered by Dr. Collins and shared with Dr. Catapano, to help in designing modifications to the pilot training. In addition, in both the pre and post assessments, participants were asked to:

1. Name 3 curricula approved by the DCDEE,
2. Name 3 things a curriculum must have to be approved by the DCDEE, and
3. Name three strategies that can be used for formal assessment.

Results in Table 1 below indicate a real gain in participant knowledge. They indicate that participants had the least knowledge of strategies for formative assessment, both before and after the training. However, it was clear that they made gains in all three areas.

Table 1: Pilot Scores on Pre and Post Measures of Knowledge	Pre-Test	Post-Test	Knowledge Gain
Ability to Name at Least 3 DCDEE Approved Curricula	1.7	3.0	1.3
Ability to Name at Least 3 Criteria a Curriculum Must Meet to be Approved	0.5	2.9	2.4
Ability to Name at Least 3 Strategies for Use in Formal Assessment	0.7	2.3	1.6

Taking these data and the feedback from the expert comments resulted in Dr. Catapano providing more focus on formative assessment in the final curriculum.

Train-the-Trainer Sessions

Three sessions of the Choosing and Using an Appropriate Curriculum and Formative Assessment Tool Train-the-Trainer sessions were offered throughout the state. These took place on November 29, 2012 in Greenville, December 6, 2012 in Statesville, and December 7, 2012 in Durham. Each session was intended to serve 20 participants for a total of 60 participants. However, after the pilot was conducted, the content of the training was deemed so significant that the participation number per site was lowered to a maximum of 15 participants. This allowed for higher quality applicants and more expertise in the trainers that attended the session. The application for and description of the training are included as Attachments 3 and 4.

Participants were members of the professional development staff from both Lead and Local agencies. All fourteen CCR&R Regional Lead Agencies had representation, with 29 attendees. Ten local CCR&R agencies were represented as well, with a total of 13 attendees. All regions sent the required number of participants with the exception of region 5, who sent two instead of three. Of the 42 total Curriculum participants, 40 have Early Educator Certification and 23 of those have their Adult Educator Endorsement as well.

At the training each attendee received a Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool Instructor's Guide, which contained resource materials and example curriculums. Upon completion of the training, a Power Point presentation was supplied to each participant for use when they conduct trainings on Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool in the future.

Evaluation

Participants in the Train-the-Trainer sessions were asked to complete a pre and post knowledge assessment to determine if they were able to gain new knowledge as a result of the training. In both the pre and post assessments, participants were asked to:

4. Name 3 curricula approved by the DCDEE,
5. Name 3 things a curriculum must have to be approved by the DCDEE, and
6. Name three strategies that can be used for formal assessment.

The average number of each named before and after the training can be found in Attachment 5. The analysis looked at participants by site of training. In all cases gains were made. The most significant gain in knowledge was in the ability of participants to name three instructional assessment strategies. Even though these individuals were working in the field as professional development and technical assistance specialists, they clearly did not have a lot of understanding about instructional assessment prior to this training. And in fact, many of them asked for more training in this topic in the future.

In addition, participants were asked to evaluate the training itself.

- Were the learning outcomes clearly described?

- Did participants believe they gained new knowledge?
- Were they satisfied with the training?

Using a Likert scale from 1-5, with 5 representing strong agreement or satisfaction, the averages across all three dimensions and in all three sites were very positive. See Table 2 below for the summary of the scores. From both the comments and the scores, participants indicated both great appreciation and satisfaction with the training and felt that it had expanded their knowledge and skills.

Table 2: Participant Evaluation	Clear Learning Outcomes	New Knowledge/Skills	Overall Satisfaction
Statesville	4.64	4.64	4.85
Durham	4.86	5.00	5.00
Greenville	4.83	4.92	4.92

For a summary of the Outputs and Outcomes both projected and achieved see Attachments 6 and 7. All deliverables were fully met, except that the number in individuals trained was reduced from 60 to 42. As the Project unfolded, it became clear that the content of the training and the beginning knowledge of trainers warranted a more intensive instructional experience. Thus, each site was limited to 15 participants, instead of the original 20. While 45 spaces were offered, in the end 42 individuals participated. The Trainer’s Manual and CD is included in this deliverable package as Attachment 8.

Child Care Services Request for Applications

TITLE: Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool

ISSUE DATE: July 21, 2012

RECEIPT DEADLINE: Applications will be accepted until 4:00 p.m., August 2, 2012.

To **MAIL** your application, use this address:

Child Care Services Association

Attn: Sue Russell

P.O. Box 901

Chapel Hill, NC 27514

To **DELIVER** your application in person, use this address:

1829 East Franklin St.

Suite 1000

Chapel Hill, NC 27514

DIRECT ALL INQUIRIES concerning this RFA in writing to:

Sue Russell

Email address: suer@ipass.net

FUNDING AVAILABILITY:

Up to \$10,000 total is available to fund the development of Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool. A single contract will be issued pending funding availability.

I. INTRODUCTION

The goal of this project is to develop a .5 CEU course (5 hours of face-to-face instruction) that provides an overview on curriculum and assessment of children from birth to five, offers guidelines on how to choose and use a developmentally appropriate curriculum in a licensed child care setting and also links the use of a curriculum with the importance of instructional assessment. This course must meet all of the guidelines for instruction within the IACET standards. It must include a trainer's manual as well. The development of the course must include the latest policies and guidelines on the use of curriculum from the Division of Child Development and Early Education as well as current research.

II. SCOPE OF SERVICES

The contractor will collaborate with Linda Chappel, VP of Child Care Resource and Referral services on its development. The course must be designed with the NC early childhood workforce in mind, recognizing a range of adult learning styles, prior education and experience. This course is designed to be an introduction to curriculum and instructional assessment...the what, why and how. In addition, this course must be standardized for replication across North Carolina by staff within child care resource and referral organizations. The course will include, at a minimum, a title, brief description, outline, learning outcomes, a PowerPoint presentation of the material, instructional methods, and methods of assessment. Because it is to be standardized and replicated with fidelity across the state, a detailed instructional manual must be included. A basic pre and post knowledge assessment must be included in the course, so that

instructors can gauge the gained knowledge after its use. The contractor is expected to do 3 all-day train-the-trainer sessions across the state in late November and early December 2012 to provide at least 2 CCR&R staff within each region with the knowledge and skills to replicate the course for child care providers in their region. The course must be in alignment with DCDEE policy on curriculum and instructional assessment. Please see this portion of their website: http://ncchildcare.dhhs.state.nc.us/providers/pv_sn2_curriculum.asp

The course syllabi shall be provided no later than September 15, 2012. The complete course plus instructor's manual shall be provided no later than November 1, 2012. All materials must be submitted in an electronic format compatible with current project technology and become the property of the funding agency. The training of CCR&R staff must be completed by December 14, 2012.

III. APPLICANT QUALIFICATIONS AND CAPACITY

Applicants must have demonstrated expertise in the fields of child development and early care and education (minimum of a Master's degree) and have knowledge of and experience with adult learning and coursework design. Applicants must be able to work within the proposed timeframe to deliver the products outlined above. Applicants must provide samples of courses they developed and evidence of successful teaching experience. Other than a minor traffic offense, applicant cannot have been convicted of a crime. This includes allegations of and/or substantiation of sexual or physical abuse and neglect of a child.

IV. APPLICATION CONTENT

Applicant Affirmation and Signature: All proposals must include a signature page affirming the following:

"I certify that I meet the applicant qualifications and capacity as described in the RFA and all information submitted by me is true, accurate and complete. I also certify that I understand that the falsification, misrepresentation or omission of facts within my proposal will be cause for my disqualification, or the cancellation of any contract for services awarded based on my proposal."

Applicant's Resumé and Supporting Documentation: Provide a copy of the applicant's resumé, including samples of coursework developed and other documentation to support qualifications described in Section III.

Proposal Summary: Provide a brief (3-5 paragraphs) description of the project, including how you would accomplish the Scope of Services described in Section II.

Project Design, Time Line & Strategies: Provide a brief narrative describing the proposed project design and the rationale for the design. Include as part of scope of services major tasks, deliverables, and anticipated dates of completion.

Subject: Choosing and Using an Appropriate Curriculum and Formative Assessment Tool
From: Sue Russell <suerr@ipass.net>
Date: 10/7/12 9:14 AM
To: "Collins, Edna" <dcdeedir.train3@dhhs.nc.gov>, lori.pugh@dhhs.nc.gov, "Kozlowski, Jani" <jani.kozlowski@dhhs.nc.gov>, "Porterfield, Mary lee" <marylee.porterfield@dhhs.nc.gov>, "Hewitt, Laura" <laura.hewitt@dhhs.nc.gov>, catherine.woodall@dhhs.nc.gov, Sheila Hoyle <SHEILAHOYLE@aol.com>, Janet Singerman <jsingerman@childcareresourcesinc.org>, Catherine Scott-Little MCSCOTT <Catherine_Scott-Little@uncg.edu>, norman.allard@dpi.nc.gov, lbrown@mhfc.org, clarkk@meredith.edu, bailey@firststartinc.com, carla.garrett@dpi.nc.gov, "Gill, Leonie" <Leonie.Gill@dpsnc.net>, marlenetadpole@yahoo.com, "Linda L. Hestenes LLHESTEN" <llhesten@uncg.edu>, hinesvs@gcs.k12.nc.us, alaster@SHAWU.EDU, mcgahac@appstate.edu, "Valerie J. McMillan" <vmcmilla@ncat.edu>, ecpkteach@gmail.com, sread@childcareresourcesinc.org, Meg.Riddle@dhhs.nc.gov, Dan Tetreault <dan.tetreault@dpi.nc.gov>, Florianna Thompson <fjthompson@waketech.edu>, swillis@pfcw.org, Gwen.y.brown@dhhs.nc.gov, sharon.spigner@dhhs.nc.gov, brewerdm@appstate.edu, 'Sue Russell' <SueR@ipass.net>
CC: "Catapano, Susan M." <Catapanos@uncw.edu>, Linda Chappel <Lindac@childcareservices.org>

Hi all,

Attached you will find a syllabus for a 5 hour (.5CEU) course on Choosing and Using an Appropriate Curriculum and Formative Assessment Tool. Dr. Susan Catapano, from UNC-W, has developed this as a contractor with CCSA. This course is designed as an introduction for early care and education providers who are at the beginning stages of selecting and using curriculum and assessment tools. The course will be made available in a standardized format through the Regional CCR&R system. Once the syllabus is approved, presentation materials (PowerPoint, resources, training manual, etc.) will be developed. The course will be field tested and modified as needed. Then Train the Trainer sessions will be offered across the state.

We are asking that you take a look at the attached syllabus.

- Does it cover the essential elements for a basic course on curriculum and assessment? If not, what is missing?
- Does the module approach of using lecture, large group discussion and small group discussion work? If not, what would you recommend?
- Is it the right amount of material in the right format? If it is too much, what would you leave out? If it is too little, what would you add?

We are on a very fast track and need your feedback no later than noon on October 12. Please send feedback to catapanos@uncw.edu and suerr@ipass.net. Thank you for your help.
 Sue

Attachments:

CCR&R Council

North Carolina Child Care Resource & Referral Council

Child Care Resources Inc.
4601 Park Road, Suite 500
Charlotte, NC 28209
Phone: (704) 376-6697
Fax: (704) 376-7865
www.childcareresourcesinc.org

Child Care Services Association
P.O. Box 901
Chapel Hill, NC 27514
Phone: (919) 967-3272
Fax: (919) 967-7683
www.childcareservices.org

Southwestern Child
Development Commission
P.O. Box 250
Webster, NC 28788
Phone: (828) 586-5561
Fax: (828) 586-4039

Instructor Application Form for:

Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool

Select One Session: _____ Greenville (11/29) _____ Statesville (12/6) _____ Durham (12/7)

Please complete the form and provide a copy of your resume.

Instructor Name: _____

Contact Information:

Name: _____

Email Address: _____

Sponsoring Agency: _____

Telephone Number: _____ FAX #: _____

Mailing Address: _____

City _____ State _____ Zip Code _____

Education:

NC Early Educator Certification Yes _____ Level: _____ No _____

Adult Educator Endorsement: _____ Yes _____ No

(Please attach a copy of your certificate.)

Relevant Experience*:**Relevant Trainings* or Certifications:** Please include the dates and copies of any documentation.**Certifications:**

By checking the boxes below, I attest to the following:

_____ All information in this CEU Instructor Application Form is accurate.

_____ I do not have any abuse/neglect substantiations, nor do I have one pending.

_____ I do not have any criminal convictions or charges pending against me.

Signature _____

Date _____

Relevant is defined as relating to early care and education.Instructor Application Review:*

Date of Review: _____

Name of Reviewer: _____

_____ Instructor Application Approved

_____ Instructor Application Denied Reason _____

Train the Trainer Workshop: **Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool**

The North Carolina Child Care Resource and Referral Council is inviting applications from early childhood professional development coordinators, technical assistance quality improvement providers, and other Child Care Resource and Referral professionals to become eligible to teach a new course, Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool. This standardized course will be eligible for continuing education credits and will support early childhood programs in their work to improve instructional quality.

This five-hour workshop will provide participants, working in early care and education programs, with guidelines for identifying, selecting, and planning to implement a developmentally appropriate, evidence-based, curriculum for children birth to age five. It will also provide guidance on understanding and selecting formative and summative assessment tools of learning to measure if the children are developing and learning through the curriculum.

Objectives: By the end of the five hours of training, participating early childhood providers will be able to

1. Evaluate curriculum for children from birth through age five to determine if it is developmentally appropriate and evidence-based.
2. Analyze the North Carolina approved curricula for selection and effective implementation in their early childhood programs.
3. Evaluate and select assessment instruments as tools to determine if approved curriculum is being implemented appropriately and children are developing and learning.
4. Create a plan to identify and implement an early childhood curriculum and assessment instrument.

Expectations for Train the Trainer Participants: Participating trainers in this session will receive training on the content and delivery of “Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool.” Participants will also receive a standardized Powerpoint presentation, instructor’s guide and resource materials. Participating trainers are expected to

1. Register for and attend the entire Train the Trainer Workshop described above.
2. Agree to provide the “Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool” according to the guidelines provided in the training and instructor’s manual.
3. Already have their Adult Educator Endorsement or have the qualifications to become endorsed and be working toward getting the Adult Educator Endorsement, no later than June 30, 2013.
4. Bring a lunch on the day of the Train the Trainer Workshop to accommodate a very short lunch break.
5. Ensure that at least two .5 CEU “Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool” trainings will be offered in your region by June 30, 2013 and that at least four “Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool” trainings will be offered in each fiscal year thereafter.

Expectations for Lead Agencies: This project is funded by grant funds from the *Race to the Top Early Learning Challenge*. Lead agencies will be receiving funds to support improved professional development and technical assistance services. With those funds comes the expectation that Lead Agencies will improve the knowledge and skills of staff, enabling them to provide more standardized trainings for the early childhood workforce. Lead Agencies are expected to

1. Select the designated number of professional development staff within the region to become trained to deliver "Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool". These staff must work within the NCCCR&R system. In most cases these staff would come from the Lead Agency, but there is no requirement for this. It may work better, given the geography and skill set of staff within the region for one or more of the trainers to come from another CCR&R agency. Regions 1, 2, 3, 4, 7, 8, 9, 13 and 14 should designate two staff to become trainers; Regions 5, 10 and 11 should designate three staff to become trainers; and Regions 6 and 12 should designate 4 staff to become trainers.
2. Provide at least 4 "Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool" sessions each fiscal year within the region. This may be divided between the approved "Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool" trainers in the region. However, "Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool" training must be available to all providers within the region.
3. Select the professional development staff within the region to become trained who have
 - a. A strong track record in offering high quality training.
 - b. Their Adult Educator Endorsement or have the qualifications to become endorsed.
 - c. Made a commitment to remain in the CCR&R system and the field.
 - d. A basic understanding about curriculum and assessment in early care and education system.
 - e. A passion for providing high quality professional development to early care and education staff.
4. Ensure that all "Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool" trainings are offered for .5 CEUs through an IACET-approved agency, LEA or higher education institution.

To Register: Complete the attached instructor application by November 12 and e-mail it to Christinl@childcareservices.org or fax it to 919-967-7683.

When:	(Select One)	<p>November 29 For Regions 1, 2, 3, 4 and 14 10:00 – 3:30 Martin Pitt Partnership for Children 115 Eastbrook Drive, Greenville, NC 27858 (252) 756-1567 www.mppfc.dreamhosters.com/contact/</p> <p>December 6 For Regions 6, 7, 8, 9 and 10 10:00 – 3:30 Iredell County Partnership for Young Children 433 S. Meeting Street, Statesville, NC 28677 (704) 878-9980 www.iredellsmartstart.org/</p> <p>December 7 For Regions 5, 11, 12 and 13 10:00 – 3:30 Child Care Services Association Jim and Carolyn Hunt Early Childhood Resource Center 1201 South Briggs Avenue, Durham, NC 27712 (919) 403-6950 www.childcareservices.org</p>
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Summary of Evaluation Data from the Train-the-Trainer Sessions on Choosing and Using an Appropriate and Instructional Assessment Tool

Ability to Name at Least 3 DCDEE Approved Curricula

	Pre-Test	Post-Test	Knowledge Gain
Statesville	2.69	3.00	0.31
Durham	3.00	4.00	1.00
Greenville	2.92	3.31	0.38

Ability to Name at Least 3 Criteria a Curriculum Must Meet to be Approved

	Pre-Test	Post-Test	Knowledge Gain
Statesville	1.46	2.46	1.00
Durham	2.36	3.07	0.71
Greenville	1.92	2.69	0.77

Ability to Name at Least 3 Strategies for Use in Formal Assessment

	Pre-Test	Post-Test	Knowledge Gain
Statesville	0.77	2.85	2.08
Durham	1.21	2.86	1.64
Greenville	1.85	2.69	0.85

	Clear Learning Outcomes	New Knowledge/Skills	Overall Satisfaction
Statesville	4.64	4.64	4.85
Durham	4.86	5.00	5.00
Greenville	4.83	4.92	4.92

**North Carolina Division of Child Development and Early Education
2012 – 2015 RTT/ELC Grant
Outputs Worksheet**

Attachment #6

Agency Name: Child Care Services Association
RTT/ELC Activity Name: Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool
RTT/ELC Project #: 8.1

Grant Year: 2012

Outputs Worksheet

A	B	C
Projected Outputs (Counts of Program Activities)	Projected Goal	Data Source
Create .5 CEU on "Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool for DCDEE approval and field-testing	One 5-hour, .5 CEU training developed that includes Instructor's Manual	Training and Manual
Develop final .5 CEU on "Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool	One 5-hour, .5 CEU training developed that includes Instructor's Manual	Training and Manual
Offer statewide Train-the-Trainer Sessions on "Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool."	3 Train-the-Trainer Sessions offered across the state	Announcement of Training, Training Rosters
Enroll participants in Train-the-Trainer Sessions on "Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool."	60	Training Rosters
		Fully met
		Fully met
		Fully met
		42 Individuals Trained-- Partially Met (see explanation in text)

**North Carolina Division of Child Development and Early Education
2012 - 2015 RTT/ELC Grant
Outcomes Worksheet
Attachment #7**

Agency Name: Child Care Services Association
RTT/ELC Activity Name: Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool
RTT/ELC Project #: 8.1

Grant Year: 2012

Outcomes Worksheet 2012

A Projected Outcomes for Proposed Activity (include target date for achievement)	B Identify the Type of Objective for Projected Outcome	C Data Source	D Baseline or Current Year Projected Results	Benchmark
A .5 CEU course, Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool, and Instructional Manual will be developed for statewide use by the Regional Lead CCR&R Agencies.	Performance	Course and Instructional Manual	New Outcome	Fully met
At the conclusion of contract year 2012, 90% of participants enrolled in Train-the-Trainer sessions on "Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool" will indicate they have gained knowledge about the topic and the training tool and were satisfied or highly satisfied with the training.	Behavioral	Training Evaluations	New Outcome	Fully met