



Project CREATE
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Project CREATE

Caregiver Recruitment, Education, and Training Enhancement

First Year Report

February, 2000

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University of
Delaware



College of Human
Human Resources,
Education, and
Public Policy



Center for
Disabilities Studies



Northern Delaware
Early Head Start

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Executive Summary

Project CREATE (Caregiver Recruitment Education and Training Enhancement) is a training initiative funded by the Division of Child Care Licensing of the State of Delaware, using flow-through money from the Federal Child Care and Development Block Grant. Project CREATE is designed as a transitional training experience for people who have experience with community based training but limited or no experience with college course work. The Project CREATE training modules are designed for infant and toddler caregivers in both centers and family day care homes. The content areas covered in the three modules are social-emotional development, cognitive development, and group care.

In the Spring and Summer, 1999, the training modules were offered through Continuing Education at the University of Delaware. Along with the training, providers who attended the modules in Spring, 1999, were given stipends to purchase materials and equipment for their classes. In addition, the Training Coordinator provided technical assistance by visiting the providers' sites and offering suggestions for ways to improve both the child care environment as well as the adult child interactions. Providers who attended the courses in Summer, 1999, received training with no additional support or technical assistance.

Providers were recruited for this program from across New Castle County through advertisements in several newsletters targeted at child care providers, as well as a direct mailings to all programs serving infants and toddlers. Interested providers were asked to fill out an application, and providers were selected for admission to the program based on sufficient past training and experience. No one was excluded from this research on the basis of race, ethnicity, or gender. Enrollment for each module was limited to twenty providers. Participating providers were encouraged to attend all three modules, however this was not a requirement. A total of thirty-four participants enrolled in six different modules.

In order to assess the effectiveness of the training experience as well as assess the differential benefit of technical assistance and monetary support to purchase materials, a pretest/posttest model of assessment was used. Providers had their classrooms assessed using the *Infant/Toddler Environment Rating Scale* (Harms, Cryer, & Clifford, 1990) or the *Family Day Care Rating Scale* (Harms & Clifford, 1989)—depending on the setting. The teachers' interactions with children were also assessed with the *Arnett Measure* of sensitivity to children (Arnett, 1989). This scale only assesses the adult and in no way evaluates the children with which the adult interacts. However, because this measure assesses the teacher in conjunction with children, teachers were instructed to distribute a letter informing parents of this research. Finally teachers' knowledge of child development was assessed using the *Childhood Information Questionnaire* (Peters & Brown, 1996). This questionnaire assesses developmental knowledge of infants and toddlers. General demographic, workplace, and educational background data was also collected. Measures were taken before the provider attended the training and then again after the completion of the training module or modules.

The evaluations of the two different groups—Spring and Summer—were compared to determine differences in effectiveness of the training model. The evaluations also were examined to determine if there were overall gains in developmentally appropriate environment, interactions, and knowledge as a result of the training. Analysis of the evaluations showed Project CREATE training, regardless of technical assistance or other supports, was effective in increasing teachers' knowledge of developmentally appropriate environments and interactions.

Introduction

Project CREATE was initiated to develop, implement, and evaluate college-level educational experiences in infant-toddler caregiving for child care providers in New Castle County, Delaware. Participants in the training modules were expected to apply their knowledge gained through Project CREATE to their current child care programs. Technical assistance and stipends to purchase materials were expected to contribute to additional improvements in participants' child care programs.

In an effort to achieve the expectations, project goals and objectives were identified to guide the process of program development. Below are the primary project goals and subsequent objectives.

Course Development

GOAL: To facilitate linkages between early childhood community-based training and college credit via an infant/toddler curricula that is accessible to child care providers.

1. Review *The Program for Infant/Toddler Caregivers* and other relevant infant-toddler training materials.
2. Integrate this information into one curriculum that is consistent with national recommended practices for infants and toddlers.
3. Develop three one-credit-hour modules on the care of infants and toddlers in group care settings.
4. Effectively implement three one-credit hour courses that are high in quality.

Course Offering

GOAL: To pilot the Project CREATE curriculum to 20 to 60 participants in New Castle County in a community based forum and with appropriate incentives for participation.

1. To financially support 20 to 60 participants by providing tuition remission.
2. To provide incentives to all participants including onsite technical assistance, stipends for materials and equipment purchase and personal financial bonuses.
3. To provide the one credit-hour courses during weekend and evening hours.
4. To rotate the location of the class meetings within New Castle County to support accessibility and promote participation.

Technical Assistance

GOAL: To promote the application of course content in participants' own child care setting via systematic, supportive, on-site technical assistance.

1. Develop an individualized professional development plan for each project participant.

2. Establish a mentoring relationship between each project participant and the project coordinator.
3. Provide two on-site technical assistance visits per participant, per college credit hour.

GOAL: To pilot the Project CREATE curriculum to 20 to 60 participants in New Castle County in a community based forum and with appropriate incentives for participation.

1. To provide incentives to all participants including onsite technical assistance, stipends for materials and equipment purchase and personal financial bonuses.

Evaluation of Effectiveness

GOAL: To evaluate the effectiveness of Project CREATE via pre- and post-assessments of participants and the child care environments in which they are employed.

1. To obtain baseline assessments of both participant skill in an early childhood setting as well as the programmatic environment in which they are employed.
2. To document ongoing participant progress via the individualized professional development plan and course work.
3. To obtain post-assessment of both participant skills in an early childhood setting as well as the programmatic environment in which they are employed.

GOAL: To assess the effectiveness of on-site technical assistance and participation incentives as a means for enhancing caregiver competency.

1. Provide identical training to a control group of infant-toddler caregivers without the on-site technical assistance or incentives.
2. Provide pre- and post-assessment of participant skill in the early childhood setting and the programmatic environment for all control group participants.
3. Compare data from assessments of each group, interview participants in each group, and evaluate the findings.
4. Prepare a written report for Project CREATE to include the comparison of data from both groups of participants.

Methods

Course Development

Curriculum and Instruction

The Program for Infant/Toddler Caregivers (Singer, Wright, & Mangione, 1993a, 1993b, 1995) is a comprehensive training system developed by the California Department of Education, Child Development Division and the Far West Laboratory for Educational Research and Development, Center for Child and Family Studies. *The Program* emphasizes respectful, responsive care based on direct observations and sound understanding of child development.

The Program is broken down into four Modules: Social-Emotional Growth and Socialization; Group Care; Learning and Development; and Culture, Family, and Providers. Each Module is a collection of videos, books, and training activities designed to help participants construct knowledge of developmentally appropriate methods of caring for infants and toddlers. Activities from *The Program* are largely based on group discussion following review of video clips or printed material and small group explorations of ideas and concepts.

Dr. Martha Buell, Director of Project CREATE, reviewed *The Program* and attended the Module Training Institute conducted by the California Department of Education, Child Development Division and the Far West Laboratory for Educational Research and Development, Center for Child and Family Studies. Under the direction of Dr. Buell, Sharon Brady (Ph.D. candidate in Individual and Family Studies at the University of Delaware) developed three one-credit courses (Modules) based on *The Program*. The Project CREATE Modules were Infant/Toddler Programs in: Social/Emotional Development and Guidance, Cognitive Development and Learning, and Environments and Group Care.

Each Project CREATE Module drew heavily from the complementary Module in *The Program*. In class activities and discussions were tailored to participant needs and additional activities were created as needed.

Course Assignments

In addition to participating in class activities and discussions, participants were required to complete three assignments for each Module. The main assignment was an essay describing the participant's personal philosophy of topics discussed in class. Participants chose additional assignments from a list of suggested projects which included written letters to parents, essays, and videos of themselves engaging in practices demonstrating strategies discussed in class. The syllabi for each Module are included in Appendix A.

During the summer, Jennifer Adams (Project CREATE Training Coordinator) taught the Modules. She followed the same syllabi designed by Sharon Brady. Activities were similar, but again tailored to the specific needs of the participants.

Assessment of Effectiveness

Effectiveness of the courses was measured by completion of course assignments and participant feedback. Upon completing the course, participants were asked to complete a

comprehensive Course Evaluation questionnaire (see Appendix B) which included ranked statements, yes/no questions, and short answer questions. Questions focused on the course content, assignments, and instructor.

Course Offering

Recruitment

Spring, 1999 Project CREATE participants were recruited through a state-wide mailing to all child care centers and family day care programs registered with The Family Workplace Connection. In addition to the mailing, some participants were recruited through word-of-mouth or personal contact. Summer participants were recruited through three newsletters: *Small Wonders* produced by the Delaware Association for the Education of Young Children, the Delaware Association of Child Care Professionals training newsletter, and *Provider Pursuits* produced by The Family Workplace Connection. Additional recruitment was through mailings and personal contact.

Application Process

Each participant's application (see Appendix C) was reviewed by a committee of child care professionals. The committee consisted of the Training Coordinator and Director of Project CREATE, a representative from Northern Delaware Early Head Start, a community representative from Licensing or The Family Workplace Connection, and a provider representative.

Applications were reviewed for the following criteria:

1. **Training:** The committee was looking for a provider whose minimum training included child development and one hundred training hours earned over the previous five years. Preference was given to providers currently working toward a Child Development Associate (CDA). Providers with previous college level infant/toddler courses or a recently earned CDA or early childhood associates or bachelors degree were considered for acceptance after providers with less training.
2. **Employment:** The committee was looking for providers currently working in a classroom with infants and/or toddlers. At least one year of experience with this age group was preferred. Providers working in child care centers also needed a letter of support from the director of the center.
3. **Writing:** Each applicant completed an essay describing her professional development goals, her description of quality infant/toddler child care, and her perception of how Project CREATE could impact her own child care program. These essays were not only reviewed for content, but writing abilities.

Logistics

The courses were held in three locations: University of Delaware Wilmington Campus, University of Delaware Newark Campus, and the Newark Senior Center. Table 1 details the dates, times, and location of each Module. During the Spring session, the days and times of the courses were varied in an effort to determine which format participants preferred. The Summer session was scheduled based on feedback from Spring participants.

Table 1. Project CREATE Module Dates, Times, and Locations

Module	Dates	Times	Location
I, Spring	Friday, February 5 Saturday, February 6	5:30 PM – 9:30 PM 9:00 AM – 8:30 PM	UD Wilmington Campus
II, Spring	Saturdays, March 6 & 20	9:00 AM – 4:30 PM	Newark Senior Center
III, Spring	Wednesdays, April 6-28	6:00 PM – 10:00 PM	Newark Senior Center
I, Summer	Saturdays, June 12 & 26	9:00 AM – 4:30 PM	UD Newark Campus
II, Summer	Saturdays, July 10 & 24	9:00 AM – 4:30 PM	UD Newark Campus
III, Summer	Saturdays, August 7 & 21	9:00 AM – 4:30 PM	UD Newark Campus

Stipend

After completing each Module, participants in the Spring session were offered stipends for appropriate materials. The stipend increased with the number of Modules completed. After completing one Module, participants received a \$40 stipend. After completing two Modules, participants received an additional \$80 stipend. After completing three Modules, participants received an additional \$120 stipend. Therefore, a participant in the Spring who completed all three Modules earned \$240 in stipends. Summer participants did not receive stipends.

Before purchasing any materials, participants were asked to prepare goals in the areas of professional development, social-emotional development, cognitive development, and environments. Participants were encouraged to select materials that would assist them in reaching their goals. After the participants' selected materials were approved by the Project CREATE Training Coordinator and Director, the materials were purchased by Project CREATE and shipped directly to participants.

Technical Assistance

Each participant in the Spring session received two technical assistance visits per Module. The visits generally were ninety minutes long and began with an observation period followed by a discussion period. During the discussion period, participants asked questions about specific children, course assignments, and topics presented in class, as well as business related questions. Participants who were less likely to initiate discussion were asked about similar topics.

During the observation period, the observer often interacted with the children to demonstrate appropriate techniques discussed in class. The observer also used the time to learn more about the individual children and the participant's style of caregiving.

During technical assistance visits, participants recorded individual goals in the following areas: professional development, social-emotional development, cognitive and language development, and environments. A plan of action was developed to help each participant reach her goals. During subsequent technical assistance visits, progress toward the goals was discussed and further planning was initiated.

Evaluation of Effectiveness

Observations

Before beginning Project CREATE Modules, or shortly thereafter, each participant was observed for the purpose of completing the *Infant/Toddler Environment Rating Scale* for center-based providers or the *Family Day Care Rating Scale* for family-based providers and the *Arnett Measure* of caregiver sensitivity. Each observation was two to three hours in duration and ended with an interview of the participant in order to assess items not observed. Several weeks after the completion of the Modules, each participant was visited again to conduct an observation and complete the same rating scales a second time. The observation process was similar to that before the classes began.

The Infant/Toddler Environment and Family Day Care Rating Scales

The *Infant/Toddler Environment Rating Scale* (ITERS) consists of thirty-five items from seven categories, which are: Furnishings and Display for Children, Personal Care Routines, Listening and Talking, Learning Activities, Interaction Items, Program Structure, and Adult Needs. The *Family Day Care Rating Scale* (FDCRS) is comprised of forty items from seven categories, which are: Space and Furnishings, Basic Care, Language and Reasoning, Learning Activities, Social Development, Adult Needs, and Provisions for Exceptional Children. Each individual item on both instruments is rated on a scale of one to seven. A score of one indicates inadequacy, and a score of seven indicates excellence. The instrument lists specific practices or materials that must be observed in order for a participant to achieve a score. Notes for clarification are often included to ensure ratings are similar across observers and environments.

The Arnett Measure

The *Arnett Measure* (see Appendix D) consists of twenty-six items from four categories, which are: sensitivity, harshness, detachment, and permissiveness. Each individual item on the instrument is rated on a scale of one to four depending on the caregiver's compliance with the item. Suggested conventions are given to clarify some items and ensure ratings are similar across observers and environments.

Questionnaire

At the first course meeting for the Modules, participants were asked to complete the *Childhood Information Questionnaire* (see Appendix D). Participants were given ample time (approximately forty-five minutes) to complete this questionnaire before course instruction began. At the completion of the classes, the participants again were given ample time to complete the same questionnaire.

Childhood Information Questionnaire

The *Childhood Information Questionnaire* (CIQ) consists of fifty statements about infant/toddler development and caregiving practices. To each statement, there are five possible responses ranging from strongly agree to strongly disagree, including undecided.

Results

Course Development

Curriculum and Instruction

Table 2 shows participant satisfaction with the content of the Project CREATE Modules. Eighty-four percent of all participants felt the content was appropriate and always relevant to their needs.

Table 2. Participant Evaluation of Project CREATE Module Content

Question	Responses*	Spring, 1999 Number of Responses	Summer, 1999 Number of Responses	Percent of Responses, Both Sessions
Content presented in this class was relevant to my needs	Sometimes	0	1	4%
	Most of the time	1	2	12%
	Always	15	6	84%
The course content was appropriate	Most of the time	1	3	15.4%
	Always	16	6	84.6%

*Only ratings with responses are listed. All possible ratings are listed on the Course Evaluation in Appendix B.

Project CREATE participants' evaluation of the instructors is described in Table 3. One-hundred percent of participants felt the instructors were prepared for class and were open to different ideas. Twenty-five participants (96%) felt the instructors were knowledgeable about infants and toddlers and had the student's best interests at heart. Over 92% of participants felt the quality of the instruction was appropriate, whereas 72% of participants felt the classes had the appropriate amount of structure.

Many students cited the format of the course as the strongest aspect of Project CREATE. From the Course Evaluation, participants wrote the following statements in response to the open-ended prompt: "Strongest aspects of this course were:"

"I enjoyed the class because the students were more involved in the learning process."

"I have never taken a class and been so in tuned with what was going on: Sharon allowed us to speak freely and allowed all of us to teach one another. I have learned so much!"

"The class was set up as a workshop. We all participated in open discussions. The facilitator was open for suggestions from the students."

"Each student brought different ideas."

Table 3. Participant Evaluation of Project CREATE Instructors

Question	Responses*	Spring, 1999 Number of Responses	Summer, 1999 Number of Responses	Percent of Responses, Both Sessions
The instructor was prepared for the class	Always	17	9	100%
The instructor was knowledgeable about the content	Most of the time	1	0	3.8%
	Always	16	9	96.2%
The quality of instruction was appropriate	Most of the time	1	1	7.7%
	Always	16	8	92.3%
The instructor was open to different ideas	Always	17	9	100%
The instructor had my best interests at heart	Sometimes	0	1	3.8%
	Always	17	8	96.2%
The class had the right amount of structure	Most of the time	4	3	28%
	Always	12	6	72%

*Only ratings with responses are listed. All possible ratings are listed on the Course Evaluation in Appendix B.

“Group activities and discussion.”

“Open discussions on different aspects of childcare.”

“The information that was given, the input of the other classmates, and class participation was very interesting.”

“The material.”

“The experienced participants.”

“The information, networking.”

“The group of ladies involved—each helped each other and encouraged one another and gave ideas and suggestions to help us grow and learn.”

“To compare our centers and in-home preschool was most interesting.”

“It was the best. Going over in classes the information was good—the essays made sure the books were reviewed at home. I learned the most from reviewing the books to write my essay.”

“The partnership between caregivers, Jennifer and Sharon.”

“That I had to read to understand [and] put it into practice.”

From the Course Evaluation, participants wrote the following statements in response to the prompt: “Weakest aspects of this course were:”

“Lack of time to cover all the material.”

“Not enough time.”

“More ideas of what projects and ideas other caregivers did with their children.”

“Never enough time.”

Table 4. Participant Evaluation of Project CREATE Modules

Question	Responses*	Spring, 1999 Number of Responses	Summer, 1999 Number of Responses	Percent of Responses, Both Sessions
My effort was consistent throughout the course	Most of the time	1	1	7.7%
	Always	16	8	92.3%
The course met the expectations I had for it	Sometimes	0	1	3.8%
	Most of the time	1	1	7.7%
	Always	16	7	88.5%
How much did you learn in this course?	Some	0	2	7.7%
	A lot	4	3	26.9%
	More than I expected	13	4	65.4%

*Only ratings with responses are listed. All possible ratings are listed on the Course Evaluation in Appendix B.

Table 4 further describes participants' experiences with Project CREATE Modules. Over 92% of the participants worked consistently throughout the course. The Modules met the expectations of 89% of the participants. Nearly two-thirds (65.4%) of participants learned more than they expected during Project CREATE Modules.

Table 5. Participant Evaluation of Project CREATE Assignments and Grading

Question	Responses*	Spring, 1999 Number of Responses	Summer, 1999 Number of Responses	Percent of Responses, Both Sessions
Course assignments were appropriate	Sometimes	0	1	3.8%
	Most of the time	3	1	15.4%
	Always	14	7	80.8%
I was given appropriate feedback regarding my efforts	Sometimes	1	1	7.7%
	Always	16	8	92.3%
The grading system was fair	Sometimes	0	1	3.8%
	Most of the time	0	2	7.7%
	Always	17	6	88.5%
Class assignments were	Too easy	0	1	3.8%
	About right	13	7	76.9%
	Hard	4	1	19.2%

*Only ratings with responses are listed. All possible ratings are listed on the Course Evaluation in Appendix B.

Course Assignments

Table 5 details participant evaluation of Project CREATE assignments and the grading of those assignments. Over 80% of participants felt the assignments were always appropriate (80.8%) and the grading of those assignments was always fair (88.5%). Most participants (92.3%) felt the feedback regarding their work on assignments was appropriate. Approximately 75% of participants felt the assignments were at the appropriate difficulty level while approximately 20% of participants felt the assignments were too hard.

Course Offering

Recruitment

More participants were recruited through personal contact than through newsletter advertisement. Direct mail seemed to be the least effective method of recruiting. Many providers responded to *Provider Pursuits* and the DACCP newsletter. After calling to receive an application, those providers who talked at length with the Training Coordinator were more likely to apply for the Modules than those who did not discuss the application process or course expectations.

Application Process

During the review of applications, the committee decided to accept participants in several stages. First, those applicants who met all criteria were accepted. If room permitted, applicants not meeting the criteria but deemed to benefit from the Modules were accepted. Late applications were reviewed by the Training Coordinator and Director, if necessary, and accepted as space permitted. Three applicants in the Spring session were not accepted because their applications were not complete and they did not respond to requests for additional information. One applicant was not accepted because she did not work directly with infants or toddlers. In the Summer session, all applicants were accepted.

Logistics

Based on participant feedback, the dates and times of the courses were made uniform for the Summer session. Spring participants indicated the two Saturdays format was preferred over the Friday night, Saturday format and the four Wednesday nights format. Summer session courses all were scheduled in the two Saturday format.

Demographics

Table 6 details the demographics of Project CREATE participants. Eighty-seven separate registrants participated in the three Modules in Spring and Summer, 1999. Twenty-one individual participants attended the Spring offering while only thirteen individual participants attended the Summer offering. A total of sixteen centers and eighteen family day care programs participated in both offerings. Four centers were represented by two or more participants in the same session. Two centers were represented by one or more participants in both the Spring and Summer sessions.

Table 6. Spring and Summer, 1999 Project CREATE Participant Demographics

Module, Date	Format	Location	Participants	Center Based	Family Based	Children Impacted	Centers with Multiple Participants	White/Caucasian Participants	Minority Participants
I, Spring	Friday night, Saturday	UD Wilmington Campus	20	7	13	110	1	9	11
II, Spring	Two Saturdays	Newark Senior Center	19	6	13	97	1	9	10
III, Spring	Four Wednesday evenings	Newark Senior Center	19	6	13	97	1	9	9
I, Summer	Two Saturdays	UD Newark Campus	12	9	3	85	3	2	10
II, Summer	Two Saturdays	UD Newark Campus	8	5	3	49	2	1	7
III, Summer	Two Saturdays	UD Newark Campus	9	6	3	62	2	2	7
		Totals Individuals:	34	16	18	203	4	12	22

During the course of the Modules, two hundred and three children were cared for by participants. However, those thirty-four participants have the potential to impact many more children's lives based on the length of time they remain in the child care field.

As Table 7 illustrates, Project CREATE attracted participants from New Castle and Kent Counties in the Spring and Summer offerings. Sixteen participants (47%) provided child care in the City of Wilmington while eighteen participants (53%) provided care in the suburbs of New Castle and Kent Counties.

Table 7. Geographical Locations of Project CREATE Participants for Modules I through III in Spring and Summer, 1999

Geographic Area	Module I, Spring	Module II, Spring	Module III, Spring	Module I, Summer	Module II, Summer	Module III, Summer	Total Individuals
Newport/Stanton	2	2	2	0	0	0	2
Dover	1	0	0	0	0	0	1
Middletown	1	1	1	1	1	1	2
Wilmington	6	5	4	9	5	8	16
Hockessin	1	1	1	0	0	0	1
Milltown	1	1	1	0	0	0	1
Newark	5	6	6	0	0	1	6
Claymont	2	2	2	1	1	0	3
New Castle	1	1	1	1	1	0	2

Course Completion

Of the eighty-seven registrants in Spring and Summer, 1999, only 2 registrants (2.3%) did not complete the requirements for the course. Eighty-five registrants completed all the course requirements. Table 8 details the success rate of the registrants.

We expected most participants to register for only one Module; we did not expect many participants to register for and complete all three Modules. However, only thirty-four different people participated in the Modules. Twenty-four participants (70%) completed all three Modules. Five participants (15%) completed one Module, while four participants (12%) completed two Modules. One participant (3%) who was accepted to the Project did not complete any Modules.

Table 8. Project CREATE Registrant Grades for Modules I-III in Spring and Summer, 1999

Letter Grade in Modules	Number of Registrants	Percent of All Registrants
A	70	80%
B	13	15%
C	2	2.5%
Withdrawn	2	2.5%

As Table 9 shows, nearly two-thirds of Project CREATE participants had previously taken college courses. Of the third of participants who had not previously taken college courses, all reported they would consider taking more college courses.

Table 9. Project CREATE Participant Experience with College Course Work

Question	Responses*	Spring, 1999 Number of Responses	Summer, 1999 Number of Responses	Percent of Responses, Both Sessions
Prior to taking this course, had you taken any college classes before?	No	7	2	34.6%
	Yes	10	7	65.4%
If you answered no to the previous question, would you now consider taking more college courses?	Yes to previous question	9	7	61.5%
	Yes	8	2	38.5%

*Only ratings with responses are listed. All possible ratings are listed on the Course Evaluation in Appendix B.

Stipend

Eighteen participants in the Spring session earned a total stipend of \$240. One participant earned a total stipend of \$120. Two participants did not earn stipends. All but one participant used the stipend to purchase materials. This participant chose not to establish goals to guide her purchasing and was therefore ineligible to use the stipend. Materials purchased included an outdoor swing set and activity center, musical instruments, art supplies, sensory play bins and props, large motor equipment, and children's books.

Technical Assistance

Based on the experiences of the Training Coordinator who conducted the technical assistance, those participants who most effectively used the technical assistance visits seemed open to feedback, sought resources to solve a problem, or sought confirmation that their current practices were appropriate and indicative of high quality care. Those participants who least effectively used the technical assistance visits seemed uncomfortable being observed and closed to alternative styles of caregiving.

Table 10 summarizes the participants' personal assessment of their likelihood to make programmatic changes based on information they learned in the Project CREATE Modules and technical assistance visits. One hundred percent of participants made changes to their programs before the classes ended. Nearly 60% planned to make a few more changes, while over 40% planned to make many more changes.

Table 10. Participant Likelihood to Make Program Changes Based on Project CREATE

Question	Responses*	Spring, 1999 Number of Responses	Summer, 1999 Number of Responses	Percent of Responses, Both Sessions
Do you plan to make changes in your childcare practices and/or setting as a result of taking this course?	I'll make a few changes	8	7	57.7%
	I'll make a lot of changes	9	2	42.3%
Have you made any changes in your childcare practices and/or setting as a result of taking this course?	Yes	16	9	100%

*Only ratings with responses are listed. All possible ratings are listed on the Course Evaluation in Appendix B.

From the Course Evaluation, participants wrote the following statements in response to the prompt: "Strongest aspects of this course were:"

"Another strong aspect is having the technical visits, it's so nice to have an outside resource to throw out ideas and get her thoughts on [the]classroom and children."

From the Course Evaluation, participants wrote the following statements in response to the prompt: "Weakest aspects of this course were:"

"I think so many observations were maybe too much. My children were disruptive to a degree."

"Too many observations."

"The TA Visits—too many!"

Six technical assistance visits seemed to be too many for most participants.

Evaluation of Effectiveness

The scores on all the instruments for all participants were calculated. The scores were analyzed for changes that occurred between the pretest and posttest for all participants as well as for overall changes between the participants receiving technical assistance and those not receiving technical assistance.

Observations

Infant/Toddler Environment Rating Scale

As summarized in Table 11, overall scores on the ITERS for Spring participants, who received technical assistance, increased after completing the Project CREATE Modules. Scores in the Furnishings and Display for Children, Personal Care Routines, and Adult Needs subcategories increased while scores in the Listening and Talking subcategory remained the same. Scores in the Learning Activities, Interaction Items, and Program Structure subcategories decreased.

Table 11. Spring, 1999 Participants' Total Score on the Infant/Toddler Environments Rating Scale

Evaluation Category	Pretest Score	Posttest Score	Highest Possible Score
Furnishings and Display for Children	26.8	30.8	35
Personal Care Routines	52.1	56.9	63
Listening and Talking	11.7	11.7	14
Learning Activities	44.1	43.9	56
Interaction Items	17.6	17.5	21
Program Structure	24.4	22.3	28
Adult Needs	20.6	21.2	28
All Categories	197.4	204.3	245

Table 12 shows overall scores on the ITERS for Summer participants, who did not receive technical assistance, increased after completing the Project CREATE Modules. Scores in all subcategories also increased.

Table 12. Summer, 1999 Participants Total Score on the Infant/Toddler Environments Rating Scale

Evaluation Category	Pretest Score	Posttest Score	Highest Possible Score
Furnishings and Display for Children	23.6	27.9	35
Personal Care Routines	52.7	53.5	63
Listening and Talking	6.4	9.8	14
Learning Activities	35.3	40.5	56
Interaction Items	14.8	15.3	21
Program Structure	20.6	22.3	28
Adult Needs	18.6	19.0	28
All Categories	171.9	188.7	245

Family Day Care Rating Scale

As Table 13 summarizes, overall scores on the FDCRS for Spring participants, who received technical assistance, increased after completing the Project CREATE Modules. Scores in all subcategories also increased.

Table 13. Spring, 1999 Participants Total Score on the Family Day Care Rating Scale

Evaluation Category*	Pretest Score	Posttest Score	Highest Possible Score
Space and Furnishings	29.4	35.6	49
Basic Care	32.5	39.5	49
Language and Reasoning	24.3	32.9	42
Learning Activities	36.7	46.6	63
Social Development	13.1	15.0	21
Adult Needs	17.1	19.5	21
All Categories	153.2	189.1	245

*The low number of family day care providers caring for children with exceptional developmental needs did not warrant statistical analysis.

Table 14 describes the scores on the FDCRS for Summer participants, who did not receive technical assistance. These participants' overall scores also increased after completing the Project CREATE Modules. Scores in all subcategories also increased.

Table 14. Summer, 1999 Participants Total Score on the Family Day Care Rating Scale

Evaluation Category*	Pretest Score	Posttest Score	Highest Possible Score
Space and Furnishings	31.2	41.0	49
Basic Care	39.3	43.2	49
Language and Reasoning	25.0	32.5	42
Learning Activities	40.0	50.0	63
Social Development	13.8	16.5	21
Adult Needs	18.8	20.5	21
All Categories	168.0	203.7	245

*The low number of family day care providers caring for children with exceptional developmental needs did not warrant statistical analysis.

The Arnett Measure

Table 15 indicates overall scores on the *Arnett Measure* for Spring participants, who received technical assistance, increased after completing the Project CREATE Modules. Scores in all subcategories also increased.

Table 15. Spring, 1999 Participants Total Score on the *Arnett Measure*

Evaluation Category	Pretest Score	Posttest Score	Highest Possible Score*
Harshness	32.3	35.3	36
Detachment	15.3	15.8	16
Permissiveness	9.9	11.8	12
Sensitivity	33.2	36.8	40

*Higher scores indicate appropriate styles of interaction that minimize harshness, detachment, and permissiveness, and maximize sensitivity.

Table 16 illustrates Summer participants' scores on the *Arnett Measure*. These participants did not receive technical assistance yet their scores also increased in all subcategories.

Table 16. Summer, 1999 Participants Total Score on the *Arnett Measure*

Evaluation Category	Pretest Score	Posttest Score	Highest Possible Score*
Harshness	33.3	35.1	36
Detachment	14.0	14.7	16
Permissiveness	10.8	11.3	12
Sensitivity	30.5	32.4	40

*Higher scores indicate appropriate styles of interaction that minimize harshness, detachment, and permissiveness, and maximize sensitivity.

Questionnaire

Childhood Information Questionnaire

Table 17 indicates overall scores on the *CIQ* for Spring participants, who received technical assistance, as well as Summer participants, who did not receive technical assistance, increased after completing the Project CREATE Modules.

Table 17. Spring and Summer, 1999 Participants Total Score on the *Childhood Information Questionnaire*

Session	Pretest Score	Posttest Score	Highest Possible Score
Spring	210.7	211.8	250
Summer	207.0	212.9	250

Discussion

Course Development

Curriculum and Instruction

Overall, Project CREATE participants seemed very pleased with the content of the course and the instructors. It appears the students felt the courses' emphasis on discussion of materials and use of students' experiences to illustrate concepts was a great asset. However, it also appears some students felt the structure provided for these open discussions could be strengthened.

The emphasis on learning through discussion of experiences seems to be the strongest aspect of the Project CREATE courses. Both through the course evaluations and informal discussion, participants shared how much this experience benefited them. During class, it was easy to observe relief on participants' faces when they discovered other professionals experienced problems similar to their own. It was also beneficial for participants to take on the role of instructor when explaining their points of view to fellow participants.

One of the most consistent pieces of informal feedback from participants focused on the development of new courses. Most participants expressed a need for Modules IV, V, and VI. It seemed as though they not only wanted the opportunity to learn new information about infants and toddlers but also wanted to continue a relationship with their Project CREATE cohort. Several participants developed friendships that are ongoing. One participant even hosted a picnic at her house for all participants.

Course Assignments

A key element that contributed to the participants' learning was the written assignments given throughout the workshops. When queried, participants said the assignments' focus on reading material, reflecting on it, and then writing about it was a particularly effective method for leaning the material. Additionally, the editorial support given by the instructors and in some cases by other students contributed to improving the participants' overall literacy abilities. Given that a high level of literacy competence coupled with the ability to reflect on course materials are requirements of college course work, the fact that these were welcomed by the participants is a strong endorsement of their compatibility with further higher education.

Course Offering

Recruitment

Personal contact seems to be the most effective method of recruiting. Therefore, the primary method of recruiting participants in the future will rely on personal contact as a follow-up to newsletter advertisements and direct mailings.

Application Process

During the application process, it became clear that selection criteria need to be relaxed in order to serve the majority of infant/toddler child care providers. Few providers had one

hundred hours of training; several did not have one year experience. This could be a reflection of the high turn-over rate in the child care field. Although applicants are told the selection criteria, in practice, most applicants are accepted regardless of the criteria given they can attend all scheduled classes and currently work with infants or toddlers.

Logistics

More child care providers participated in the Spring offering of Project CREATE than the Summer offering. Through informal discussion, Project CREATE determined the nature of the season deterred providers from registering. Several providers who were initially interested in the Summer session stated they would register in the Fall when vacations and balmy weather were not drawing their attention. Project CREATE will offer Spring and Fall classes in the future to maximize registration.

Participants provided informal feedback about the location of the Project CREATE Modules. Many students preferred a Wilmington location but were willing to travel to Newark. An easily arranged Claymont location was proposed, but many students were unwilling to travel to Claymont. Based on this feedback, Project CREATE decided to locate the second session in Newark.

Demographics

Project CREATE seems to be particularly effective in recruiting African American child care providers and those who reside in the City of Wilmington. A majority of our participants represent those two demographic categories. There are two possible explanations for the success in recruiting providers from the City of Wilmington. First, Wilmington is the largest urban center in Delaware with the largest child care market. Second, Project CREATE is associated with Northern Delaware Early Head Start which serves many families in the City of Wilmington.

Family-based and center-based providers seem equally attracted to the Project CREATE Modules. However given that many family child care providers often report additional challenges in offering quality services, including the fact that they are isolated, increased efforts at recruiting family child care providers for specialized training focused on caring for infants and toddlers may be appropriate.

Course Completion

Most participants successfully completed all the course requirements. As stated above, most participants, did need support in completing written assignments. The need for this was heightened by the modifications to enrollment qualifications. Participants were assisted with all aspects of writing—spelling, grammar, organization of content, and appropriate expression of ideas. Although formal assistance with writing was offered through a graduate assistant, the Training Coordinator, and the University of Delaware Writing Center, most participants choose to find support in their fellow professionals. Several participants exchanged papers and offered feedback to improve writing.

During informal discussions, many participants stated their biggest concern about the Project CREATE Modules was the written assignments. They seemed pleased with the feedback written on their assignments and their progress toward more professional writing skills. Furthermore, the initial concerns over the written work were transformed through the course into support for this training component. In follow-up questions with participants, the assignments which included reading, reflection, synthesis and application through writing were pointed to as one of the primary vehicles for learning in the course. Indeed, participants felt that the reading and writing assignments were as useful in improving their practice as was the technical assistance visits. In future sessions, more emphasis will be put on improving writing skills before assignments are due.

All participants who had no previous experience with college courses, reported wanting to continue taking college courses. It seems Project CREATE was successful in serving as a bridge between community training and college level course work.

Stipends

Spring participants seemed to benefit greatly from the stipends to purchase materials. All participants informally expressed their struggles with purchasing appropriate materials. They cited cost as the main obstacle to adding new or developmentally appropriate materials to their program. Most participants were able to select appropriate materials—only one needed assistance choosing materials appropriate for infants and toddlers. One student was unwilling to articulate goals for her program and therefore choose not to use her stipend.

Technical Assistance

Technical Assistance seems to be valuable to a particular type of provider and in limited amounts. For most participants, there seemed to be enough discussion topics to carry out three technical assistance visits rather than six. Most participants did not know what to discuss during visits, however the exercise of goal setting often led to meaningful discussion and problem solving. As a result of the courses and technical assistance, all participants made changes to their program or environment.

Those participants working in child care centers who did not receive technical assistance seemed to implement more changes in their environment and practice than those participants working in centers who did receive technical assistance. One possible reason for this is program structure and support of the administrators at the centers. All the center-based participants, and one of the family child care participants in the Summer Modules were working in programs affiliated with Northern Delaware Early Head Start which has worked closely with Project CREATE to develop the Modules. Perhaps these participants were more motivated to implement what they learned because of the affiliation as well as support from their directors who endorse Project CREATE. Additionally, programs and centers affiliated with Northern Delaware Early Head Start receive technical assistance from that agency, hence a large portion of the participants in the Summer Modules did receive technical assistance, but not from Project CREATE.

Evaluation of Effectiveness

Observations

Infant/Toddler Environment Rating Scale and Family Day Care Environment Rating Scale

ITERS and FDCRS scores for participants increased with technical assistance as well as without technical assistance. Despite the fact that the increases were not statistically significant, they are meaningful. Project CREATE participants made improvements in many of the subcategories of the ITERS and FDCRS. This indicates that the project CREATE modules were effective in raising the overall quality of programs and that the effect was not limited to one subcategory, such as adult needs or displays. This is important to note given that many training opportunities available to infant and toddler providers focus on certain aspects of the program and therefore are unable to support more global improvements.

Arnett Measure

Project CREATE modules were successful in increasing providers' caregiving practices. All increases were significant—between pre- and posttests and groups with and without technical

assistance. This is important because it means the CREATE modules were able to go beyond impacting the environment and setting but were also able to have a significantly positive impact on the providers' caregiving practices. Given the critical importance to infants and toddlers for responsive, sensitive caregiving, these increases are particularly salient.

Questionnaire

Childhood Information Questionnaire

CIQ scores for participants increased with technical assistance as well as without technical assistance. Though these increases were not statistically significant, they do indicate that Project CREATE increased the providers' overall knowledge about appropriate practices and infant and toddler development.

Conclusion

Project CREATE was successful in increasing the quality of caregiving for infants and toddlers by increasing the quality of the child care environment, the sensitivity of the provider in caring for infants and toddlers, and the providers' knowledge of infant and toddler development. Furthermore, it appears that the effects of Project CREATE may have a latent positive effect in that the CREATE participants expressed a firm commitment to continue with college course work. Should they accomplish this, they will further increase their knowledge and skill.

More conclusive data needs to be collected to determine the effectiveness of technical assistance in conjunction with these training Modules. Given the small sample size of participants who did not receive technical assistance and the confounding effect of the availability of technical assistance from other sources (Northern Delaware Early Head Start), the data indicating the effectiveness of technical assistance does not conclusively indicate if it is the source of the improvements in child care quality. Collecting data on two additional cohorts of Project CREATE participants will further clarify the effectiveness of technical assistance in conjunction with the Modules.

Steps to increase the effectiveness of Project CREATE would include increased support for literacy development, particularly through supporting providers in networking and supporting each other, increased focus of technical assistance visits, making fewer more structured and focused visits. Furthermore, providers expressed a sincere interest in having more "CREATE-like" training Modules. This may be due to a lack of training opportunities focused specifically on the needs of infant and toddler child care providers. Therefore further efforts to provide training geared to the specific needs of infant and toddler providers must be supported.

References

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- Peters, D. L. & Brown, M. (1996). *Parent education partnership evaluation: Implementation assistance project, final report*. Unpublished manuscript, University of Delaware.
- Singer, S. M., Wright, S. S., & Mangione, P. L. (Eds.). (1993a). *Trainer's manual Module I: Social-emotional growth and socialization*. Sacramento: California Department of Education in collaboration with West Ed/Far West Laboratories.
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Appendix

- A: Course Syllabi
- B: Course Evaluation
- C: Application
- D: Evaluation Instruments
 - Arnett Measure*
 - Childhood Information Questionnaire*

Appendix A

Course Syllabi

Module I

THE UNIVERSITY OF DELAWARE

College of Human Resources, Education, and Public Policy

Center for Disabilities Studies

Northern Delaware Early Head Start

Course Title:	IFST 167-010: Infant Toddler Programs: Social Emotional Development
Class Dates/Hours:	Saturday, June 12 th 9:00-4:30 Saturday, June 26 th 9:00-4:30
Class Location:	Alison Hall, Room 202/Alumni Room
Instructor:	Jennifer Adams Center for Disabilities Studies Northern Delaware Early Head Start
Office Location:	101D Alison Hall
Phone:	831.3492 (office) 530.5677 (cell)
Fax:	831.0474
E-mail:	jenadams@udel.edu

Introduction:

This course is designed to provide practical information, based on current theory, research, and practice, on becoming sensitive to the individual traits and needs of infants and toddlers and creating emotionally nurturing relationships with them. Strategies for helping children gain a positive and realistic sense of self, learn social skills, and follow social rules will be addressed. The critical importance of adapting caregiving techniques to rapidly changing developmental abilities of children as they move from being young infants, to mobile infants, to older toddlers will be emphasized as well.

This class is conducted as a seminar. The experiences, ideas, and knowledge of class members are in integral part of the course. Because the course is offered within a condensed timeframe, attendance and class participation is most important.

Required Text:

Lally, J. R. (Ed.). (1990). A guide to social-emotional growth and socialization. Center for Child and Family Studies. Far West Laboratory for Educational Research and Development. California Department of Education.

Supplemental Readings:

Articles will be provided by the instructor to supplement text/course content and facilitate discussions and completion of assignments.

Assumptions:

This course is based on the following assumptions:

1. We are all intelligent adults and tend to learn best when we (given the appropriate resources and information) are allowed to construct our own meaning and relevance.
2. We are intelligent adults who, when given the opportunity, will act in a responsible and ethical manner.

Course Objectives:

The readings, assignments, products, and activities of this course are intended to provide students with the opportunity to:

1. Discuss infant/toddler temperament traits and types and how to respond in a manner that meets the individual temperamental needs of each child in a group.
2. Describe ways to “get in tune” with infants and toddlers to provide sensitive, responsive care.
3. Understand the watch, ask, and adapt responsive process.
4. Examine strategies for supporting self-esteem and social-emotional development in infants and toddlers.
5. Describe six stages of emotional development in infancy and components of emotional strength that may be observed in infants and toddlers.
6. Understand the role of the caregiver in fostering positive emotional learning within small groups.
7. Discuss appropriate ways to provide guidance and set limits for infants and toddlers that fosters social skill development.
8. Discuss ways to support the child’s and family’s integration into a new child care setting.

Required Evaluations:**(1) Class Participation (10 points)**

Attendance and class participation is important. If you must leave class early, please notify the instructor, in advance. If necessary, arrangements will be made for you to make up time missed from instruction.

(2) Social Emotional Goals (20 points)

Due: June 26, 1999

Write two social emotional goals you would like to achieve based on the first day of class or readings done out-of-class. After writing two goals, list the steps necessary to achieve the goals. Implement the steps in your child care setting and write a one page summary describing how you implemented the steps and whether you achieved the goal. If you did not achieve the goal, suggest additional or revised steps to help you reach the goals.

For example:

My goal is to help Jimmy (18 months) stop biting.

The steps are:

1. Myself or my assistant will shadow Jimmy. Shadowing means a teacher will always be playing and interacting with Jimmy so she can re-direct any potential bites.
2. Whenever Jimmy bites or is about to bite, the teacher will give him words to express his emotions. For example, if Jimmy is about to bite because a child is pulling his hair, the teacher will say, "Jimmy, say 'Stop! That hurts!'"
3. Whenever Jimmy bites, he will be responsible (with teacher support) for administering first aid to the child who was bitten. First aid will consist of washing the bite area with soap and water and applying a band aid if the child wants. Jimmy will be asked to comfort the child who was bitten. His choices for comfort are saying an apology or giving a hug.

Summary: After two weeks of implement the steps, Jimmy's biting behavior has stopped. It was difficult to shadow him all the time. My assistant and I noticed we really only needed to shadow him when we were in the multipurpose room or when he was tired. These were the times when he would usually bite. After two or three days, Jimmy started using a few of the words we modeled. He would say, "No," "Stop," and "Mine." For a few days, he would say the words but still move to bite the child. After a few more days of teacher support, Jimmy stopped biting and was only using the words. If I tried these steps again, I would probably add a step to change the environment of the multipurpose room to make it less stressful for Jimmy.

(3) An Essay (50 Points)

Due: July 10, 1999

Write, in your own words, and submit an essay (at least 500 words or two pages) describing:

1. goals for supporting social and emotional development and positive guidance for young infants, mobile infants, and older toddlers; and
2. specifically what you will do to achieve these goals.

While you cannot be expected to describe everything in a limited amount of words (at least 500 or two pages), you should choose the most important social-emotional and positive guidance goals you have for children and provide specific examples of strategies you will use to achieve those goals.

This assignment is designed to provide you with an opportunity to prepare for writing your Statements of Competence, one of the required components of the CDA Candidacy Professional Resource File.

Example Essay Format

1. Introduction of one paragraph explaining what are your goals and strategies. Be sure to say why your goals are important to your program.

My goals for supporting social and emotional development and positive guidance for young infants, mobile infants, and older toddlers are... The strategies I use to achieve these goals are...

2. Several supporting paragraphs clearly describing each goal and the strategies you use. Be sure to list specific examples of each strategy you use.

- a. Goal 1

1. -Strategy 1 description and example
2. -Strategy 2 description and example

- b. Goal 2

1. -Strategy 1 description and example
2. -Strategy 2 description and example

3. Summary paragraph restating what are your goals and strategies and why they are important to your program.

(4) Student Selected Product (20 points)

Due July 10, 1999

Below are **suggested products** for the remaining 20% of the course grade. A product may be selected from the list below; however, students are encouraged to adapt these suggestions and/or submit their own product idea and negotiate with the instructor for the distribution of points.

The Temperament Assessment Scale

Conduct a 10-15 minute observation of an infant or toddler in your care. Keep a running record of your observation (e.g. what the child is doing, how the child is reacting, etc.). following your observation, complete the Temperament Assessment Scale for Children (Handout #6) and then identify the child's temperament type (flexible, feisty, fearful, other).

Submit: (1) your running record of the observation; (2) the completed Temperament Assessment Scale for Children, with the identified temperament types; and (3) a 1 page summary describing how you will care for the child in a manner that meets the temperamental needs of the child.

Article Reviews

Enclosed in your student notebook you will find 8 articles related to the social-emotional development of infants and toddlers. Select 2 articles to read from those provided. All the articles are easy to read and should not take a considerable amount of time to complete.

For *each* article, in a brief introduction (1 paragraph), present a summary and analysis of what the author(s) had to say in the article. Then, in no less than 1 page, react to, critique, and evaluate what is written in the article. The purpose of the assignment is to tell the instructor what *you think* of the article, not to simply rephrase what you have read.

Videotape: The Responsive Process

Submit a videotape of an interaction between you and an infant or toddler in your care, in which you demonstrate the watch, ask, and adapt responsive process. Be sure you have written, informed, consent from the child's parent before you videotape your interaction.

Submit your videotape and signed parental consent form to the instructor.

Child Observation of Emotional Milestones

Conduct a 5-10 minute observation of an infant or toddler in your care. Keep a running record of your observation (e.g. what the child is doing, how the child is reacting, etc.). Following your observation, identify the child's stage of emotional development.

Submit: (1) your running record of the observation; and (2) a summary (no less than one page) identifying the child's stage of emotional development, what led you to identify the particular stage for the child, and ideas you think might be useful for you to try with this particular child as a result of her/his emotional stage of development.

Behavioral Observation

Identify an infant or toddler, in your care, who presents a challenging behavior. Complete the questions 1-7 on the Guide for Discussion of Problem Behaviors (to be distributed by the instructor).

Submit your responses to each of the questions identified in the Guide.

Transition Plan

Develop a plan for helping new infants and toddlers and their parents adjust to your child care setting. The plan should be something you can actually implement in your child care setting. Indicate which ideas are representative of your current practices and those ideas that are new and have not yet been implemented.

Submit your transition plan.

Grading Criteria

- A 93-100
- B 83-92
- C 73-82
- D 63-72
- F <63

Evaluations Guidelines and Suggestions:

1. All assignments are due on the stated dates. No points will be awarded for late projects or assignments without prior approval of the instructor.
2. All assignments must be typed using a word-processing program and a spell-checker. Double space, leave ample margins (1 to 1.25 inches), and correct all typo, spelling, and printing errors. If there is a problem in gaining access to a word-processing program, please inform the instructor.

3. The Americans with Disabilities Act of 1990 requires all public institutions to provide a “reasonable accommodation” to an individual who advises instructors of a mental or physical disability. If you have a mental or physical limitation that requires an accommodation or an academic adjustment, please arrange a meeting with me at your earliest convenience.

Module II

THE UNIVERSITY OF DELAWARE

College of Human Resources, Education, and Public Policy

Center for Disabilities Studies

Northern Delaware Early Head Start

Course Title: IFST 167-040: Infant Toddler Programs: Learning Development

Class Dates/Hours: Saturday, July 10th 9:00-4:30
Saturday, July 24th 9:00-4:30

Class Location: Alison Hall, Room 202/Alumni Room

Instructor: Jennifer Adams
Center for Disabilities Studies
Northern Delaware Early Head Start

Office Location: 101D Alison Hall

Phone: 831.3492 (office) 530.5677 (cell)

Fax: 831.0474

E-mail: jenadams@udel.edu

Introduction:

This course is designed to provide practical information, based on current theory, research, and practice, on facilitating the natural interests and urges of infants and toddlers to learn. The caregiver’s role as a facilitator of intellectual development rather than a teacher will be emphasized. Piaget’s six *Discoveries of Infancy* will be explored and the importance of the physical environment in promoting cognitive growth will be addressed as well. The course will conclude with a discussion of the development of language in infants and toddlers.

This class is conducted as a seminar. The experiences, ideas, and knowledge of class members are in integral part of the course. Because the course is offered within a condensed timeframe, attendance and class participation is most important.

Required Text:

Mangione, P. L. (Ed.). (1995). *A guide to cognitive development and learning*. Center for Child and Family Studies. Far West Laboratory for Educational Research and Development. California Department of Education.

Lally, R. J., Mangione, P. L., Young-Holt, C. L. (Eds.). (1991). *A guide to language development and communication*. Far West Laboratory for Educational Research and Development. California Department of Education.

Supplemental Readings:

Articles will be provided by the instructor to supplement text/course content and facilitate discussions and completion of assignments.

Assumptions:

This course is based on the following assumptions:

1. We are all intelligent adults and tend to learn best when we (given the appropriate resources and information) are allowed to construct our own meaning and relevance.
2. We are intelligent adults who, when given the opportunity, will act in a responsible and ethical manner.

Course Objectives:

The readings, assignments, products, and activities of this course are intended to provide students with the opportunity to:

1. Understand the Discoveries of Learning and how to support their development in infants and toddlers.
2. Describe the caregiver's role in facilitating learning and strategies for facilitating infant and toddler play.
3. Understand the watch, ask, and adapt responsive process and its importance in the cognitive development of infants and toddlers.
4. Describe the relationship between environment and materials and learning.
5. Describe three ages of infancy and the developmental tasks infants accomplish in each age.
6. Understand how a caregiver or child's cultural background impacts learning and language development.
7. Describe the language milestones from birth to 36 months.
8. Discuss ways to support the development of language in each age of infancy.

Required Evaluations:

(1) Class Participation (10 points)

Attendance and class participation is important. If you must leave class early, please notify the instructor, in advance. If necessary, arrangements will be made for you to make up time missed from instruction.

(2) Cognitive and/or Language Goals (20 points)

Due: July 24, 1999

Write two cognitive and/or language goals you would like to achieve based on the first day of class or readings done out-of-class. After writing two goals, list the steps necessary to achieve the goals. Implement the steps in your child care setting and write a one page summary describing how you implemented the steps and whether you achieved the goal. If you did not achieve the goal, suggest additional or revised steps to help you reach the goals.

For example:

My goal is to increase my use of informal language.

The steps are:

1. I will talk to each child while changing his/her diaper. I will describe each thing I do and ask questions (such as "How does that feel? What do you see?") even if the child is not able to speak.
2. I will block out five minutes each day to sit with a child (different child each day) and engage the child in conversation. For the youngest child, we will play verbal games where I make sounds and the infant smiles or coos in response. For the oldest child, I will ask open-ended questions about what they are playing or other relevant topics.

Summary: After two weeks of implement the steps, I am much more comfortable talking during routines and free play time. At first, I had to remind myself to talk during diaper changes. After a few changes, I started to fall into a routine where I would talk about certain things in a certain order. First we talk about the clothes a child is wearing, then we talk about the kind of diaper, powder, and cream we use, then we talk about the pictures hanging over the changing table. I've found the children seem happier during this time. They aren't as reluctant to get their diaper changed and don't fuss as much during the changing process.

Just like with the diapering routine, I needed to remind myself to sit down and talk with the children. After a few days, I found that I was talking for more than five minutes at a time. The younger children really seemed to enjoy e-on-one time even though they couldn't talk. The older children had wonderful ideas and information to share with me. I got so involved in the conversations that I often lost control of the group. My next goal is to work on how to hold an intimate conversation but watch and maintain control of the group at the same time.

(3) An Essay (50 Points)

Due: August 7, 1999

Write, in your own words, and submit an essay (at least 500 words or two pages) describing:

1. goals for supporting cognitive and language development for young infants, mobile infants, and older toddlers; and
2. specifically what you will do to achieve these goals.

While you cannot be expected to describe everything in a limited amount of words (at least 500 or two pages), you should choose the most important cognitive and language goals you have for children and provide specific examples of strategies you will use to achieve those goals.

This assignment is designed to provide you with an opportunity to prepare for writing your Statements of Competence, one of the required components of the CDA Candidacy Professional Resource File.

Example Essay Format

1. Introduction of one paragraph explaining what are your goals and strategies. Be sure to say why your goals are important to your program.

My goals for supporting cognitive and language development for young infants, mobile infants, and older toddlers are... The strategies I use to achieve these goals are...

2. Several supporting paragraphs clearly describing each goal and the strategies you use. Be sure to list specific examples of each strategy you use.
 - a. Goal 1
 1. Strategy 1 description and example
 2. Strategy 2 description and example
 - b. Goal 2
 1. -Strategy 1 description and example
 2. -Strategy 2 description and example
3. Summary paragraph restating what are your goals and strategies and why they are important to your program.

(4) Student Selected Product (20 points)

Due July 10, 1999

Below are **suggested products** for the remaining 20% of the course grade. A product may be selected from the list below; however, students are encouraged to adapt these suggestions and/or submit their own product idea and negotiate with the instructor for the distribution of points.

Discoveries of Infancy

Conduct a 10-15 minute observation of an infant or toddler, in your care, playing with an object or toy. Keep a running record of your observation (e.g. what the child is doing, how the child is reacting, etc.).

Following your observation, write a 1-2 page summary in which you (1) identify the discovery process or processes (learning schemes, cause-and-effect, use of tools, object permanence, spatial relationships, imitation) in which the child was engaging; (2) support your opinion with concrete examples (e.g. child was banging the toy, child was turning the knob on the radio, etc.); (3) describe what the child is learning; and, (4) describe methods or strategies that you can use to support this learning.

Submit: your running record of the observation and 1-2 page summary

Learning through Play

Write a 1-2 page response for a parent who comments to you, "Every time I come to your home/center, all I see the children doing is playing. Aren't you teaching them anything? How can the children be expected to learn anything when all they do is play?"

Toy Inventory

List and describe 10-15 toys (e.g. 1 piece puzzle) and/or objects (e.g. empty milk cartons) in your childcare setting that children use for play.

Then discuss: (1) the age of infancy (young infants, mobile infants, and/or toddlers) that the toy/object is most appropriate for; and (2) how playing with the toy or object can contribute to the cognitive, physical, and/or emotional development of the child.

Facilitating Learning: A Personal Perspective

In a 4-5 page narrative, reflect on and answer each of the following questions:

1. Do I feel comfortable letting infants direct their own learning?
2. What do I need to work on to better facilitate infant learning?
3. Am I more comfortable as an active leader—or as a receptive partner—following the child's lead?
4. How can I be supportive of the children's learning process when routines of the day require that I interrupt their play?

Language Promotion Activity

Audiotape or videotape a 5-10 minute interaction in which you encourage language between you and the children in your care. The interaction can occur during meal/snack time, story time, picture discussions, make-believe and fantasy play, or during informal conversations. Children should be encouraged to speak freely to both you and the other children and you should provide verbal stimulation to help the children associate language with their experiences.

Submit your audiotape or videotape. If submitting a videotape, remember to obtain the parent's or guardian's written consent prior to videotaping. Be sure and submit a copy of your consent form along with your videotape.

Brain Compatibility Evaluation

Complete the Brain Compatibility Evaluation (provided in the notebook) checklist for your classroom. For each item that "needs improvement" or is "not evident," write a brief statement describing how you can improve your setting to meet the goal.

Article Reviews

Enclosed in your student notebook you will find 7 articles related to the cognitive and language development of infants and toddlers. Your books *A Guide to Cognitive Development and Learning* and *A Guide to Language Development and Communication* also contain 9 articles. Select 2 articles to read from the notebook and/or books. All the articles are easy to read and should not take a considerable amount of time to complete.

For *each* article, in a brief introduction (1 paragraph), present a summary and analysis of what the author(s) had to say in the article. Then, in no less than 1 page, react to, critique, and evaluate what is written in the article. The purpose of the assignment is to tell the instructor what *you think* of the article, not to simply rephrase what you have read.

Grading Criteria

- A 93-100
- B 83-92
- C 73-82
- D 63-72
- F <63

Evaluations Guidelines and Suggestions:

1. All assignments are due on the stated dates. No points will be awarded for late projects or assignments without prior approval of the instructor.
2. All assignments must be typed using a word-processing program and a spell-checker. Use 12 point font, double space, leave ample margins (1 to 1.25 inches), and correct all typo, spelling, and printing errors. If there is a problem in gaining access to a word-processing program, please inform the instructor.
3. The Americans with Disabilities Act of 1990 requires all public institutions to provide a “reasonable accommodation” to an individual who advises instructors of a mental or physical disability. If you have a mental or physical limitation that requires an accommodation or an academic adjustment, please arrange a meeting with me at your earliest convenience.

Module III

THE UNIVERSITY OF DELAWARE

College of Human Resources, Education, and Public Policy

Center for Disabilities Studies

Northern Delaware Early Head Start

Course Title: IFST 167-910: Infant Toddler Programs: Environments and Group Care

Class Dates/Hours: Saturday, August 7th 9:00-4:30
Saturday, August 21st 9:00-4:30

Class Location: Alison Hall, Room 202/Alumni Room

Instructor: Jennifer Adams
Center for Disabilities Studies
Northern Delaware Early Head Start

Office Location: 101D Alison Hall

Phone: 831.3492 (office) 530.5677 (cell)

Fax: 831.0474

E-mail: jenadams@udel.edu

Introduction:

This course is designed to provide practical information, based on current theory, research, and practice, about creating an appropriate, group care environment that meets the growing physical, emotional, social, and cognitive needs of infants and toddlers. Designing a setting that meets children's needs for safety, health, security, comfort, and learning will be discussed. Specifics of planning an environment and issues relating to setting up specific areas (e.g. blocks, dramatic play, art, etc.) will also be addressed. The course will conclude with a discussion of the opportunities provided to caregivers, through natural caregiving routines (e.g. feeding, diapering, napping, etc.), to build close personal relationships with the children in their care.

This class is conducted as a seminar. The experiences, ideas, and knowledge of class members are an integral part of the course. Because the course is offered within a condensed timeframe, attendance and class participation is most important.

Required Text:

Lally, R. J., & Stewart, J. (Ed.). (1990). *A guide to setting up environments*. Center for Child and Family Studies. Far West Laboratory for Educational Research and Development. California Department of Education.

Supplemental Readings:

Articles will be provided by the instructor to supplement text/course content and facilitate discussions and completion of assignments.

Assumptions:

This course is based on the following assumptions:

1. We are all intelligent adults and tend to learn best when we (given the appropriate resources and information) are allowed to construct our own meaning and relevance.
2. We are intelligent adults who, when given the opportunity, will act in a responsible and ethical manner.

Course Objectives:

The readings, assignments, products, and activities of this course are intended to provide students with the opportunity to:

1. Identify and describe key concepts important in the design of the child care environment for infants and toddlers.
2. Self-examine their own child care environments and suggest strategies for improving the environment to better meet the needs of infants, toddlers, and their caregivers.
3. Discuss the significance of clearly defined activity areas in promoting the cognitive, physical, and social-emotional development of infants and toddlers.
4. Describe components of an appropriate daily schedule of activities and events for infants and toddlers in group care.
5. Describe the importance of basic routines (e.g. feeding, diapering, and napping) in creating intimate bonds between child and caregiver and in providing opportunities for physical, language, and cognitive development.
6. Examine the influence of the physical environment on the behavior of infants and toddlers and discuss strategies for promoting cooperative, prosocial behavior.

Required Evaluations:

(1) Class Participation (10 points)

Attendance and class participation is important. If you must leave class early or arrive late, please notify the instructor, in advance. Please refer to the University of Delaware and Project CREATE policies given to you prior to registration for further information about class attendance.

(2) Environment and/or Group Care (20 points)

Due: August 21, 1999

Write two environment and/or group care goals you would like to achieve based on the first day of class or readings done out-of-class. After writing two goals, list the steps necessary to achieve the goals. Implement the steps in your child care setting and write a one page summary describing how you implemented the steps and whether you achieved the goal. If you did not achieve the goal, suggest additional or revised steps to help you reach the goals.

For example:

My goal is to increase the number of “alone spaces” in my program.

The steps are:

1. I will add three alone spaces. One will be a small table with a blanket thrown over it. This will only be available during free play time as we use the table during snack and lunch time. A second alone space will be a cardboard barrel (china barrel) with a opening cut in it. This will be available at all times in the book corner of the room. A third alone space will be an easy chair in a corner of the room. This also will be available at all times.
2. I will model appropriate use of these areas by sitting quietly with a book or playing quietly with small toys in (or near, since I can't fit in the barrel) the

alone spaces. I will respect the privacy of children in the alone spaces and encourage other children to respect privacy as well. I will maintain contact with children in alone spaces by making eye contact and offering a few quiet words when needed (depending on the cues the child gives).

Summary: After two weeks of implementing the steps, I removed the blanket over the table. The blanket was a safety hazard when it was pulled off the table and used as (a much too big) superhero cape. I provided several smaller pieces of fabric for superhero capes but the blanket still was found on the floor frequently. I decided that meant the children did not need an alone space in the free play area.

The children did use the chair and barrel as alone spaces. They mostly played alone, but sometimes played with a friend in the space. I sometimes forgot to keep in touch with children in the alone spaces, but was remembering more frequently in the second week. The children seem calmer and easier to work with when they came out of the alone space. I did have to remind a few children to respect the privacy of children in an alone space. But, by the second week, I didn't need to remind children as often.

(3) An Essay (50 Points)

Due: August 30, 1999*

Write, in your own words, and submit an essay (at least 500 words or two pages) describing your personal goals and strategies for establishing and maintaining a child care environment that:

1. provides for the safety of infants and toddlers by preventing/reducing injuries;
2. promotes good health and nutrition;
3. contributes to the prevention of illness; and,
4. uses space, relationships, materials, and routines, for creating an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.

While you cannot be expected to describe everything in a limited amount of words (at least 500 or two pages), you should choose the most important environmental goals you have for children and provide specific examples of strategies you will use to achieve those goals.

This assignment is designed to provide you with an opportunity to prepare for writing your Statements of Competence, one of the required components of the CDA Candidacy Professional Resource File.

Example Essay Format:

1. Introduction of one paragraph explaining what are your goals and strategies. Be sure to say why your goals are important to your program.

My goals for providing for the safety of infants and toddlers are... The strategies I use to achieve these goals are... My goals for promoting good health and nutrition are... The strategies I use to achieve these goals are...

2. Several supporting paragraphs clearly describing each goal and the strategies you use. Be sure to list specific examples of each strategy you use.

- a. Goal 1
 1. Strategy 1 description and example
 2. Strategy 2 description and example
- b. Goal 2
 1. Strategy 1 description and example
 2. Strategy 2 description and example
3. Summary paragraph restating what are your goals and strategies and why they are important to your program.

(4) Student Selected Product (20 points)

Due: August 30, 1999*

Below are **suggested products** for the remaining 20% of the course grade. A product may be selected from the list below; however, students are encouraged to adapt these suggestions and/or submit their own product idea and negotiate with the instructor for the distribution of points.

Review of Child Care Setting (total 3+ pages)

Complete Handouts #6, 7, and 8 in the notebook. Complete the following summaries for each handout.

Handout #6: For each item you answered “no” to, explain why your environment does not meet this safety requirement (or how you meet it in a non-traditional way) and how you could change the environment to meet the requirement. If you answered yes to all items, write a summary explaining to a parent how and why your environment meets the safety requirements listed in questions 2, 9, 10, and 11.

Handout #7: For each “incorrect” answer to the questions, explain why your environment does not meet this safety requirement (or how you meet it in a non-traditional way) and how you could change the environment to meet the requirement. If you answered yes to all items, write a summary explaining to a parent how and why your environment meets the safety requirements listed in questions 2 and 11.

Handout #8: If you scored a 36-48, write a summary explaining to parents why/how your environment meets the needs of an infant or toddler. If you scored 24-35 or 12-23 write a summary explaining how you could change your environment to make it more infant/toddler friendly.

Article Reviews

Enclosed in your student notebook you will find several articles related to environments and group care of infants and toddlers. Your book *A Guide to Setting Up Environments* also contain several articles. Select 2 articles to read from the notebook and/or books. All the articles are easy to read and should not take a considerable amount of time to complete.

For *each* article, in a brief introduction (1 paragraph), present a summary and analysis of what the author(s) had to say in the article. Then, in no less than 1 page, react to, critique, and evaluate what is written in the article. The purpose of the assignment is to tell the instructor what *you think* of the article, not to simply rephrase what you have read.

Making Primary Care Work

Write a three to five page essay responding to the five questions about primary care on Handout #1 in your notebook.

Environmental Effects

Conduct a 10-15 minute observation of an infant or toddler in your care. Keep a running record of your observation (e.g. what the child is doing, how the child is reacting, etc.). following your observation. Write a summary (at least 1 page) describing how the environment could be effecting the child's behavior. For example, if a child is fussy, they might be overwhelmed/overstimulated by the number of noises or people in the environment. Discuss how you could modify the environment in order to modify the child's behavior.

Submit: your running record of the observation and the 1 page summary.

It's Not Just Routine

Write a letter (at least 2 pages) to parents explaining what routines are, why they are important to children, what you hope children will learn from routines, and how you personalize routines in your program. You also may want to give tips on how to make routines go more smoothly at home.

***Due: August 30, 1999.**

Because Summer Session grades are due before the final class for this course, all students enrolled in the class will receive a grade of Incomplete. In order for this grade to be changed to an appropriate letter, you must have your assignments handed in on time. Assignments are to be hand delivered or mailed no later than August 30, 1999. I highly recommend hand delivering the assignments or making a photo copy before you mail them. If the assignments are not received on time, your grade will automatically change from an Incomplete to Failing. **I cannot stop this process, so all papers must be handed in on time to prevent getting a Failing grade!!**

Grading Criteria

- A 93-100
- B 83-92
- C 73-82
- D 63-72
- F <63

Evaluation Guidelines and Suggestions:

1. **All** assignments are due on the stated dates. No points will be awarded for late projects or assignments without prior approval of the instructor.
2. **All** assignments must be typed using a word-processing program and a spell-checker. Use 12 point font, double space, leave ample margins (1 to 1.25 inches), and correct all typo, spelling, and printing errors. If there is a problem in gaining access to a word-processing program, please inform the instructor.
3. The Americans with Disabilities Act of 1990 requires all public institutions to provide a "reasonable accommodation" to an individual who advises instructors of a mental or physical disability. If you have a mental or

physical limitation that requires an accommodation or an academic adjustment, please arrange a meeting with me at your earliest convenience.

Appendix B

Course Evaluation

Department of Individual and Family Studies

University of Delaware

COURSE: IFST 167: Infant Toddler Programs

INSTRUCTOR: Jennifer Adams

Circle the item that best represents your opinion about the course. Add comments when appropriate. Use this key:

0=Never 1=Rarely 2= Sometimes 3=Most of the time 4=Always

- | | | | | | |
|--|---|---|---|---|---|
| 1. Content presented in this class was relevant to my needs. | 0 | 1 | 2 | 3 | 4 |
| 2. The course content was appropriate. | 0 | 1 | 2 | 3 | 4 |
| 3. The instructor was prepared for the class. | 0 | 1 | 2 | 3 | 4 |
| 4. The instructor was knowledgeable about the content. | 0 | 1 | 2 | 3 | 4 |
| 5. The quality of instruction was appropriate. | 0 | 1 | 2 | 3 | 4 |
| 6. The instructor was open to different ideas. | 0 | 1 | 2 | 3 | 4 |
| 7. The instructor had my best interests at heart. | 0 | 1 | 2 | 3 | 4 |
| 8. The class had the right amount of structure. | 0 | 1 | 2 | 3 | 4 |
| 9. Course assignments were appropriate. | 0 | 1 | 2 | 3 | 4 |
| 10. I was given appropriate feedback regarding my efforts. | 0 | 1 | 2 | 3 | 4 |
| 11. My effort was consistent throughout the course. | 0 | 1 | 2 | 3 | 4 |
| 12. The grading system was fair. | 0 | 1 | 2 | 3 | 4 |
| 13. The course met the expectation I had for it. | 0 | 1 | 2 | 3 | 4 |

14. Class assignments were:

Too easy Easy About right Hard Too difficult

15. How much did you learn in this course?

Not much A little Some A lot More than I expected

16. Do you plan to make changes in your childcare practices and/or setting as a result of taking this course? Check () the appropriate statement.

- () No
- () I'll make a few changes
- () I'll make a lot of changes

17. Have you already made any changes in your childcare practices and/or setting as a result of taking this course? Check () the appropriate statement.

- () No
- () Yes

18. Prior to taking this course, had you taken any college classes before?

- () No
- () Yes

19. If you answered "no" to questions #18, would you now consider taking more college courses?

- () No
- () Yes

20. The strongest aspects of this course were:

21. The weakest aspects of this course were:

22. How could this course be improved?

Thank you.

Appendix C

Application

Introduction Letter

Dear Child Care Provider:

We are writing you to share information about an exciting and affordable professional development opportunity for infant-toddler child care staff in New Castle County, Delaware. Project CREATE (Caregiver Recruitment Education And Training Enhancement), a new project administered by the University of Delaware and Northern Delaware Early Head Start, is working to offer accessible, community-based college level coursework for child care providers.

Project CREATE offers three one credit (15 training hours) Modules developed specifically for center-based and family child care providers working with infants and toddlers. These courses are designed for providers interested in taking college level credit with each Module worth one hour of college credit. The content of the three Modules includes:

1. Infant/Toddler Programs: Social Emotional Development

Description: This course addresses caregiving practices and programmatic designs that support healthy emotional development in infants and toddlers.

2. Infant/Toddler Programs: Learning and Development

Description: This course addresses caregiving practices and programmatic designs that support cognitive development and learning in infants and toddlers.

3. Infant/Toddler Programs: Environments and Group Care

Description: This course addresses developing and implementing programs that support healthy development of infants and toddlers by addressing their developmental needs by improving your infant/toddler environment.

The Modules will be held at Allison Hall on the University of Delaware's Newark campus on weekends.

The cost of these Modules are covered by the Project; the provider need only pay a \$50.00 registration fee which will be reimbursed upon the successful completion of the Project.

Space in each Module is limited to twenty people. If you are interested in applying, please complete the attached application form and return as indicated on the application. Applications must be received by May 15th. Eligible applicants will have completed 100 or more hours of community based training in the last five years or have made significant progress towards completing an infant/toddler CDA. All accepted applicants will be visited for a pre- and post-course evaluation of the infant/toddler program. Center-based programs are required to submit a letter of support from your

director stating approval for your participation and permission for the pre-and post-course evaluation. Preference will be given to those providers currently working with infants and toddlers who register for all three Modules.

Send no money with your application. Applications will be reviewed and selections will be made by a committee of early childhood professionals. Applicants will be notified of their acceptance status by June 1st. At that time we will help you complete your course registration and collect your \$50.00 registration fee.

If you have any questions concerning Project CREATE or the application process, please feel free to call Jennifer Adams at 302.831.3492. We look forward to receiving your application.

Sincerely,

Martha J. Buell, Ph.D.
Director

Jennifer Adams
Training Coordinator

Application Form

APPLICATION FOR PROJECT CREATE TRAINING MODULES

Circle all Modules for which you wish to apply. Preference is given to those registering for all three Modules.

Module 1	Module 2	Module 3
Social/Emotional Development	Cognitive Development and Learning	Environments/Group Care
Course meets June 12 th & 26 th * 9:00AM - 4:30 PM	Course meets July 10 th & 24 th * 9:00AM - 4:30 PM	Course meets Aug 7 th & 21 st * 9:00AM - 4:30 PM

*Participants must attend all course meetings to receive credit.

A. Personal Information

Name _____ E-mail _____

Home Address _____ Phone Number _____

Number of years of experience: _____ Number of years you've lived in Delaware: _____

Family Child Care Providers:

Name and Address of Child Care Home:

Phone Number: _____

Number of children from birth to 36 months old enrolled in your program: _____

Number of years licensed: _____

Center Child Care Providers:

Name and Address of Center:

Phone Number: _____

Number of children from birth to 36 months old enrolled in your classroom: _____

Number of years at center: _____

B. Educational Background

Circle the highest degree you earned: High School CDA AA Other:

Please attach all of the following that apply to you: A Delaware First Again transcript of training hours

A list of courses you've completed for a CDA

A college transcript

C. Professional Statement

Please attach an essay that answers the following questions.

- What are your career or professional development goals?
- How will taking the Project CREATE Modules help you meet your career or professional development goals?
- What do you think is quality infant and toddler child care?
- How will taking the Project CREATE Modules help you provide quality infant and toddler child care?

D. Letter of Support

Family Child Care: When applying, family child care providers automatically give permission to conduct a pre- and post-course evaluation of their program.

Center-Based Child Care: Please attach a letter of support from your program director. Be sure your director indicates support for you attending this training and approval for Project CREATE staff members to visit your classroom and conduct a pre- and post-course evaluation of your classroom.

Please Return Application to:

Jennifer Adams

Center for Disabilities Studies

101 Alison Hall

University of Delaware

Newark, DE 19716

APPLICATIONS ARE DUE BY MAY 15th

Appendix D

Evaluation Instruments

The Arnett Measure

Childhood Information Questionnaire

