

# GROW NJ KIDS TRAINING SERVICES



July-  
December

2018

## Half-Year & Year End Report



**RUTGERS**

School of Social Work

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# EXECUTIVE SUMMARY

This report provides an overview of program activities conducted by Grow NJ Kids Training Services (GNJKTS) between July and December 2018.

Grow NJ Kids (GNJK), NJ's Quality Rating Improvement System, is a statewide initiative designed to raise the quality of child care and early learning experiences. The system aims to ensure that very young children in care are given experiences that lay the foundation for school achievement and healthy social and emotional growth, and that the professionals responsible for their care have the knowledge and skills to foster their optimal development. GNJK offers early care and early learning programs the resources to assess and improve the quality of their care while providing parents with information that allows them to evaluate programs and make the best choices for their children's care environment during the most vulnerable and formative years of learning.

GNJKTS is a collaboration between the Institute for Families at the Rutgers School of Social Work and the NJ Department of Human Services, managing and coordinating professional development for the early care workforce. GNJKTS coordinates, develops, delivers, and evaluates training and education to advance the knowledge and skills required of professionals in the Child Care Development Block Grant (CCDBG) and GNJK programs and care for the state's youngest learners.

In addition, the New Jersey Department of Human Services (DHS) and Division of Family Development (DFD) provide resources and supports to address the child care needs of families and support providers and programs servicing families that need early care and education services. Core functions of the Child Care Development Block Grant (CCDBG) Program are to 1) promote family engagement through outreach and consumer education, 2) provide stable child care financial assistance to families, 3) ensure equal access to high quality child care for low-income children, 4) establish standards and monitoring processes to ensure the health and safety of child care settings, 5) recruit and retain a qualified and effective child care workforce, 6) support continuous quality improvement, and 7) ensure integrity and accountability.

This half-year report presents an overview of all training services provided, including details on the type of learning offered, span of course titles, and detailed attendance information for all courses conducted between July and December 2018. It also offers quantitative satisfaction data and qualitative comments from participant surveys assessing training experiences, course materials, and learning. This information is used to inform future plans and initiatives.

	January-June 2018	July-December 2018	Year End Totals
<b>Total Course Titles</b>	37	39	<b>43</b>
<b>Instructor-Led Classroom Courses</b>	143	160	<b>303</b>
<b>Instructor-Led Classroom Training Days</b>	253	277	<b>530</b>
<b>Web-Based Trainings</b>	96	97	<b>193</b>
<b>Total Participants</b>	3,316	3,235	<b>6,551</b>

## Highlights from July to December 2018

*Certification of 5 new ASQ-3 and ASQ: SE 2 trainers in July; 2 of the 5 trainers are bilingual*

*Birth to Three online training launched in November*

- 160 Instructor-Led Classroom Courses
  - 277 Training Days
  - 2,237 Participants
  - 26 Course Titles
  - High levels of satisfaction with trainings, materials, and instructors
    - Composite Score = 3.82 out of 4
  - Average Class Size = 14 Participants
  - Course Title with Most Participants
    - *102 – Creative Curriculum for Preschool I – Session 1*
      - 2-Day Course
      - Conducted 28 Times
      - 56 Training Days
      - Average Class Size = 16 Participants
      - 446 early care and education professionals educated
- 97 Web-Based Training Sessions
  - 998 Participants
  - 13 Course Titles
  - Average Class Size = 10 Participants
  - Course Title with Most Participants
    - *528 – Working with Dual Language Learners and Building Cultural Competency*
      - Conducted 12 Times
      - Average Class Size = 21
      - 246 early care and education professionals educated

**Half-Year Report: July to December 2018**

Rutgers School of Social Work, Institute for Families, Grow NJ Kids Training Services

## Instructor-Led Classroom Trainings: Days and Attendance

During the second half of CY 2018, 160 courses were coordinated and conducted by GNJKTS in classrooms with instructors. There were 277 instructor-led classroom training days and 2,237 participants. The highest number of trainings occurred in August. The fewest trainings took place in July. Total participants refers to the number of participants that completed a course. The total number of courses conducted, training days, and attendance by month are reported below.

### Number of Training Days, Courses Conducted, and Participants by Month

CY 2018	Courses Conducted	Training Days	Participants
January	19	35	300
February	15	28	223
March	35	60	568
April	21	40	340
May	27	45	363
June	26	45	250
July	13	23	156
August	49	86	730
September	20	34	279
October	32	56	464
November	19	34	295
December	27	44	313
<b>Total</b>	<b>303</b>	<b>530</b>	<b>4,281</b>

## TRAINING-RELATED DAYS

A training-related day is a session used to prepare a facilitator to deliver a Grow NJ Kids course, utilize evaluative procedures, and follow the approved evidence-based learning objectives defined for the course. A training-related day may include a train-the-trainer event, new trainer orientation, observing a class in preparation for independently leading the class, and/or a recertification class. The number of training-related days by month are presented below. They reflect GNJKTS' commitment to collaborative facilitation, staff development, and continuous quality improvement.

During the second half of CY 2018, there were a total of 25 training-related days. December was the month in which training-related days occurred most frequently (12).

### Training-Related Days by Month

CY 2018	Number of Training-Related Days
January	0
February	6
March	0
April	0
May	0
June	0
July	7
August	3
September	0
October	1
November	2
December	12
<b>Total</b>	31

## COURSE CANCELLATIONS

There were a total of 58 courses cancelled in the second half of CY 2018. There were several reasons that GNJKTS cancelled courses: low enrollment (46), site-related issues (11), and trainer-related issues (1). Site-related issues included the following:

- Site lost power and training needed to be rescheduled
- Site designee forgot to come in and open the site for a weekend training and could not be reached so training had to be cancelled
- Site had a sudden internal conflict for the training space and could not find an alternate space so training needed to be rescheduled
- Site disengaged from GNJK after training was scheduled at that site so training needed to be rescheduled to a new site

### Course Cancellations by Month

CY 2018	Number of Cancellations
January	3
February	4
March	16
April	7
May	8
June	7
July	12
August	6
September	5
October	12
November	7
December	16
<b>Total</b>	<b>103</b>

## Instructor-Led Training Days and Attendance by Region

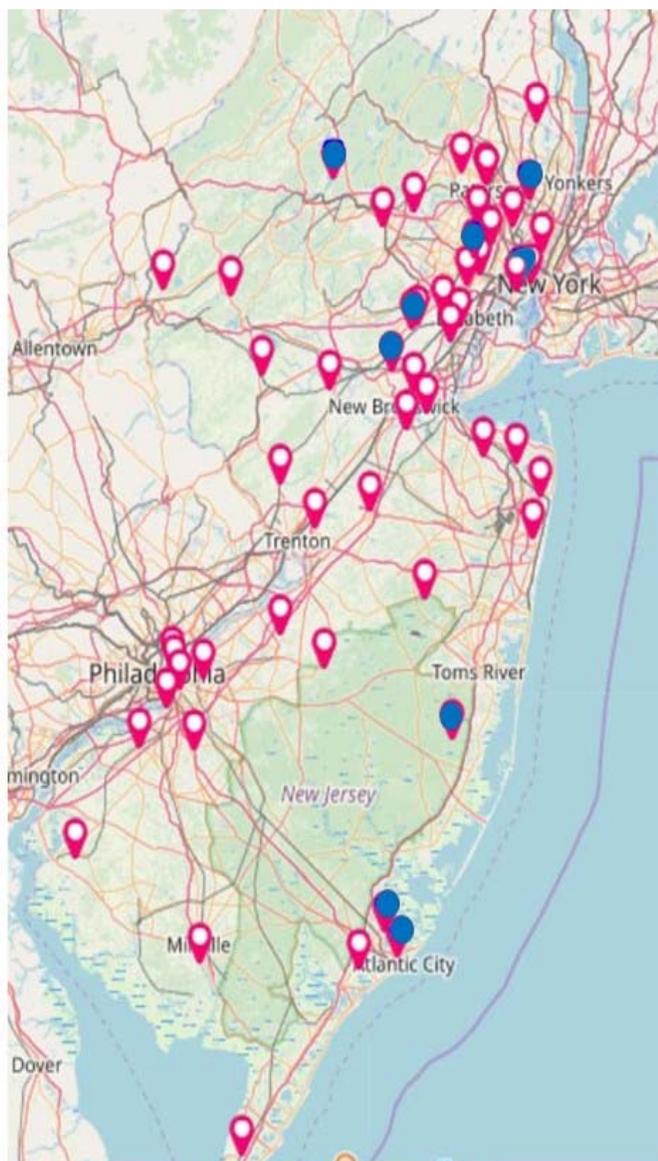
GNJKTS conducted trainings throughout 20 New Jersey counties to facilitate access to professionals providing early care services. The greatest number of trainings were conducted in the northeastern and central eastern parts of the state, followed by the southwestern part of the state. These areas have the highest populations and the largest numbers of programs enrolled in GNJK. Fewer trainings were conducted in the central western part of the state due to a lower population and fewer programs enrolled in GNJK. The only county where training was not offered was Sussex. Sussex County has very few programs enrolled in GNJK. However, trainings were delivered in Mount Arlington, which is on the border of Morris and Sussex Counties, and fills the needs of both counties. The distribution of trainings by region reflects a combination of need, past attendance, and training requests. Data on the total number of courses conducted, number of training days, and attendance by region are captured in the table below.

### Number of Courses Conducted, Training Days, and Participants by Region

July to December 2018				
Region	Counties	Courses Conducted	Training Days	Participants
Central East	Middlesex, Monmouth, and Union	37	61	503
Central West	Hunterdon, Mercer, Somerset, and Warren	12	20	145
Northeast	Bergen, Essex, and Hudson	45	79	676
Northwest	Morris and Passaic	18	33	194
Southeast	Atlantic, Cape May, and Ocean	19	33	270
Southwest	Burlington, Camden, Cumberland, Gloucester, and Salem	29	51	449
<b>Total</b>		<b>160</b>	<b>277</b>	<b>2,237</b>

## TRAINING SITES

From July to December 2018, trainings were conducted at 55 locations throughout New Jersey. The map below provides a visual representation of the host training sites throughout the state. The blue markers represent sites with 5 or more unique classes (East Orange (9), Waretown (9), Hackensack (8), Mays Landing (7) Plainfield, Jersey City, Mt. Arlington, Clementon, and Piscataway (6)). Red markers are locations with 4 or less unique classes. This depiction mirrors the population density of the state, and can be considered a reflection of the saturation of center-based programs.



## Instructor-Led Classroom Trainings: July - December 2018

Course Catalog Number & Title	# of Days	# of Times Conducted	Total Training Days	# of Attendees
<b>100 - Creative Curriculum for Infants, Toddlers and Twos - Session 1</b>	2	19	38	314
<b>101 - Creative Curriculum for Infants, Toddlers and Twos - Session 2</b>	2	10	20	157
<b>102 - Creative Curriculum for Preschool - Session 1</b>	2	28	56	446
<b>103 - Creative Curriculum for Preschool - Session 2</b>	2	16	32	234
<b>104 - Implementing GOLD*</b>	2	10	19	118
<b>105 - GOLD for Administrators: Interpreting and Using GOLD Report Data</b>	1	1	1	6
<b>106 - Using GOLD Data to Plan Instruction and Communicate Children's Progress</b>	1	2	2	25
<b>109 - Implementing GOLD Toolkit: Paper and Pencil Training</b>	2	3	6	36
<b>110 - Coaching to Fidelity: Infants, Toddlers, and Twos Edition (For Directors and Administrators)</b>	2	2	4	10
<b>111 - Coaching to Fidelity: Preschool Edition (For Directors and Administrators)</b>	2	4	8	28
<b>113 - Responsive Planning in The Creative Curriculum for Infants, Toddlers, and Twos</b>	1	1	1	16
<b>116 - Intentional Teaching in the Interest Areas of The Creative Curriculum for Preschool</b>	1	1	1	33
<b>117 - Supporting Social Emotional Development in The Creative Curriculum for Preschool</b>	1	3	3	60
<b>118 - Implementing Studies to Promote Inquiry Based Learning in The Creative Curriculum for Preschool</b>	1	1	1	19
<b>200 - HighScope Preschool 1 of 3: Introduction to the HighScope Curriculum</b>	2	5	10	65
<b>201 - HighScope Preschool 2 of 3: Introduction to the HighScope Curriculum</b>	2	5	10	57
<b>202 - HighScope Preschool 3 of 3: Introduction to the HighScope Curriculum</b>	1	5	5	59
<b>203 - HighScope Infant/Toddler 1 of 3: Introduction to the HighScope Curriculum</b>	2	6	12	70
<b>204 - HighScope Infant/Toddler 2 of 3: Introduction to the HighScope Curriculum</b>	2	6	12	65
<b>205 - HighScope Infant/Toddler 3 of 3: Introduction to the HighScope Curriculum</b>	1	6	6	57
<b>212 - HighScope Numbers Plus: Advanced Training</b>	2	1	2	13
<b>214 - High Scope Daily Schedules and Routines: Advanced Training</b>	2	1	2	8

Course Catalog Number & Title	# of Days	# of Times Conducted	Total Training Days	# of Attendees
<b>300 - (SPANISH) Creative Curriculum for Infants, Toddlers and Twos - Session 1</b>	2	1	2	9
<b>302 – (SPANISH) Creative Curriculum for Preschool – Session 1</b>	2	1	2	9
<b>309 - (SPANISH) ASQ-3 Developmental Screening Tool</b>	1	4	4	59
<b>503 - ASQ-3 Developmental Screening Tool</b>	1	18	18	264
<b>Total</b>		<b>160</b>	<b>277</b>	<b>2,237</b>

Note, The asterisk (\*) indicates that this course had one session where the course was held in one day instead of two days.

## **Instructor-Led Classroom Trainings: Participant Satisfaction and Learning**

Each learner who participates in a course is asked to complete an evaluation survey at the end of the last session day and a follow-up email survey within three weeks. The same day satisfaction survey is a brief, in-person survey designed to rate the instructor and the course content. The follow-up email survey is designed to go more in depth to gather information about what participants learned in the training, how they will use it in their work, and any further professional development needs. When there appears to be a concerning trend in the comments about a particular aspect of the training and/or trainer, GNJKTS shares the information with trainers.

### **Same Day Satisfaction Survey**

This ten-item survey rates the instructor and the course content. All surveys are voluntary and administered in paper format. The survey measures satisfaction with the training experience, course materials, and assigned facilitator. The trainer or a GNJKTS on-site support staff person returns all surveys to the GNJKTS evaluation team for analysis and reporting. Quantitative data are analyzed primarily using frequencies and means.

Satisfaction with a workshop is rated on a four-point, Likert-type scale, with responses ranging from one (strongly disagree) to four (strongly agree).

The survey includes ten items:

1. The presenter demonstrated knowledge of the training topic.
2. The presenter was able to answer questions about the training topic.
3. The presenter encouraged participation.
4. The presenter kept my interest.
5. The presenter paced the class well (e.g., timing, focus, breaks).
6. The materials and handouts were helpful.
7. I am satisfied with the training location.
8. This training increased my skills in the training topic area.
9. I will use the information learned at this training in my work with children and families.
10. I am satisfied with the overall training.

## Respondents

The sample included in this report consists of 2,183 satisfaction surveys from 26 course titles. *102 – Creative Curriculum for Preschool – Session 1* had the largest number of respondents (n = 453). From July through December 2018, 2,237 participants attended instructor-led classroom trainings, and this report includes 2,183 participant observations. The response rate is 98%. For the 2% of attendees who did not fill out a survey at the end of the training day, it is likely that they left before the surveys were distributed or chose not to complete one.

## Summary of Findings

The following table presents mean scores on the ten items used to measure participants' satisfaction. Possible scores range from 1 (strongly disagree – low satisfaction) to 4 (strongly agree – high satisfaction). On average, participants reported high levels of satisfaction with the trainings, materials, and instructors. The overall mean satisfaction ratings for all courses ranged from a low of 3.68 (satisfied with training location) to a high of 3.87 (presenter encouraged participation).

The highest scoring courses were *300 – (SPANISH) Creative Curriculum for Infants, Toddlers and Twos – Session 1* (n = 9) and *302 – (SPANISH) Creative Curriculum for Preschool – Session 1* (n = 11), with a composite score of 4. Respondents reported, “[I] really enjoyed the training,” “I learned a lot in this curriculum training,” and “thanks for the training in Spanish.”

The lowest scoring course during this reporting period was *106 – Using GOLD Data to Plan Instruction* (composite score = 3.52; n = 24). The lowest scoring item (3.42) measured agreement with the statement, “I will use the information learned at this training in my work with children and families.” Nevertheless, comments were positive; the trainer was described as “excellent,” “knowledgeable,” and “helpful.” The training was “active” and “engaging.”

Analyses of satisfaction scores by course title are presented in Appendix A. While the aggregate satisfaction ratings for courses do not generally capture a wide range, those ratings received from the individual learner or individual class satisfaction surveys often do. It is for this reason that each satisfaction survey is reviewed and cohorts of courses are manually reviewed for comments and experiences.

In addition to the 10 quantitative Likert-type questions, the survey includes an open-ended question that asks trainees, “Is there anything else you would like us to know about today’s training?” Participants’ responses are provided in Appendix B. Common themes are reported in this summary, including those that are favorable and those that raise areas for improvement or immediate attention. Comments are verbatim in all instances. Exceptions include removal of information that would identify individual trainers or participants.

## Post-Training Follow-Up Email Survey for Instructor-Led Classroom Trainings

All individuals who attended an in-person training were sent a survey by email within two weeks of the training's conclusion. Participants were asked to complete the survey within two weeks of receipt of the initial email. Response rates by month are detailed below. Research has shown response rates for detailed online surveys are typically around 10-25% (Sauermann & Roach, 2013). Response rates for GNJKTS are on the higher end of this range, as seen in the table below. The survey uses open- and closed-ended questions to assess participants' overall reactions, learning, transfer of learning, and professional development needs. Quantitative results are reported in aggregate by course title. Individual class results are detailed in Appendix C. Comments are listed verbatim and in their entirety. Exceptions include the removal of information that would identify individual trainers or participants. Findings from all reports are utilized to monitor training quality, assess transfer of learning, and inform future initiatives.

The post-training survey was designed to collect information about:

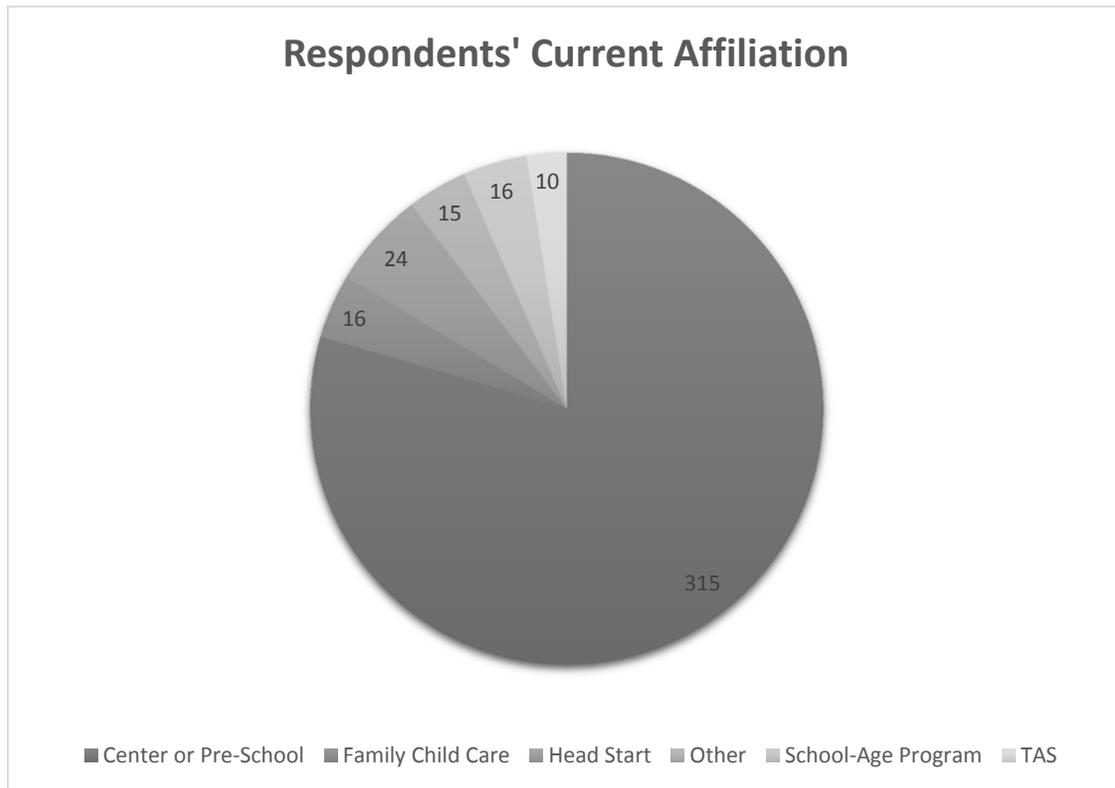
- Participants' experiences in the sessions
- Specific concepts they learned
- How they intend to use training concepts in their work with children
- Professional development needs

<b>CY 2018</b>	<b>Response Rate</b>
<b>July</b>	30%
<b>August</b>	21%
<b>September</b>	22%
<b>October</b>	21%
<b>November</b>	28%
<b>December</b>	23%

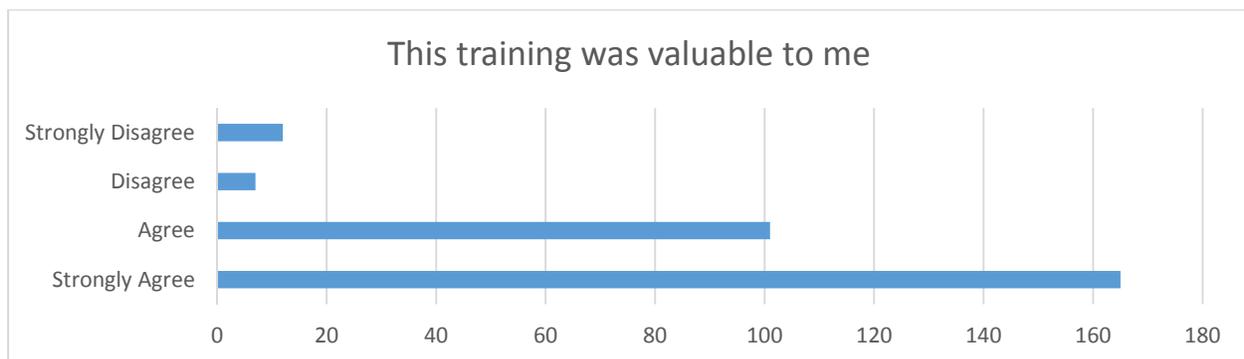
Sauermann, H. & Roach, M. (2013) Increasing web survey response rates in innovation research: An experimental study of static and dynamic contact design features. *Research Policy*, 42(1), 273-286.

## Respondents

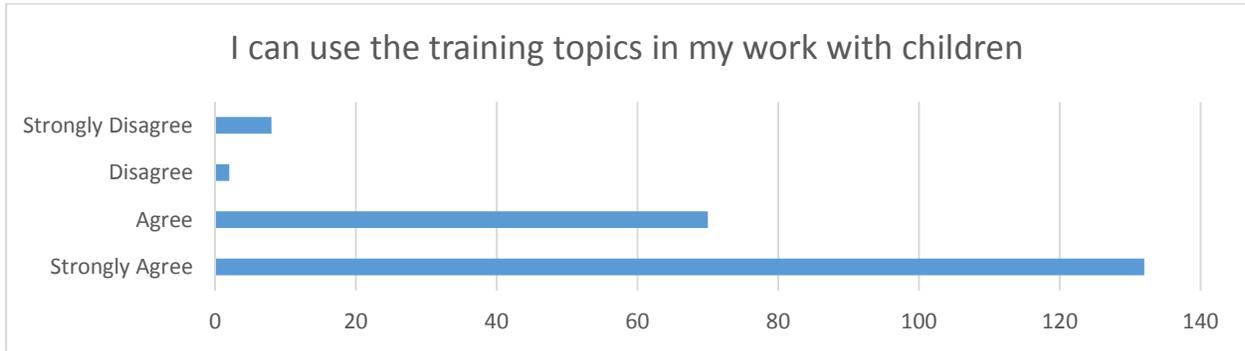
The following figures use aggregate data across all classroom trainings offered between July and December 2018. The majority of the 396 respondents identified their current affiliation as a center or pre-school (315). The breakdown is detailed below.



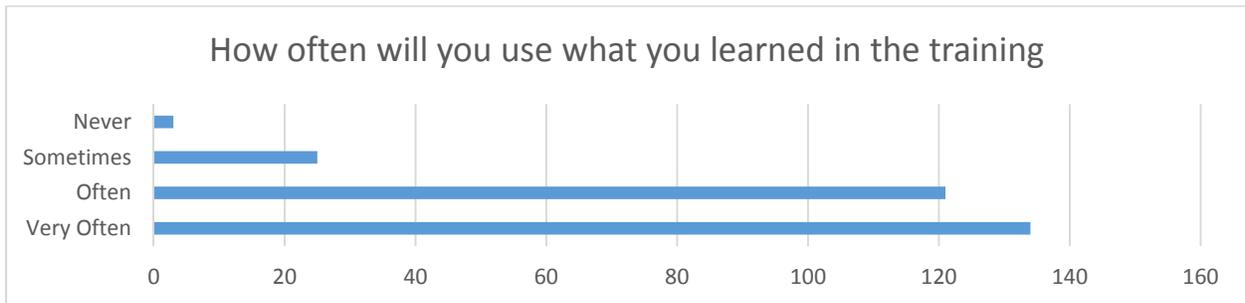
Most respondents reported that they agreed or strongly agreed that the training was valuable to them (mean score = 3.47 out of 4; n = 285).



Most respondents reported that they agreed or strongly agreed that they could use the training topics in their work with children (mean score = 3.54 out of 4; n = 212).



All but three respondents reported that they would use what they learned in the training sometimes, often, or very often (n = 283).



Respondents were asked to report what other training topics would help their work with children and families. The majority of responses comprised 8 main topic areas: child development, cultural competency, engagement with families, GNJK curriculum, learning environment, lesson topics, workplace environment, and other. Responses are listed by theme below.

### Child Development

- Autism
  - Evaluation
- Behavioral development
  - How early intervention works and which children are eligible in New Jersey
- Child development (of the whole child)
- Child initiated play
- Children with special needs
  - Importance of Social/Emotional Development
- Developmental delays
  - How to address
  - Documentation
  - Infant mental health

### Cultural Competency

- Diversity
- Dual language children and family issues

### Family Engagement

- Engaging families
  - Bringing families into/Incorporating into the classroom
  - Building relationships
  - Encouraging to have a bigger role
  - Explaining the value of curriculum to parents
  - Family involvement
    - Ways to get families involved
  - Getting families to be involved in educational process
- How to help families who have children with developmental delays
- In depth training on conflict resolution and discipline among toddlers that can be reinforced at home
- Interaction
  - Communication between parents and teachers and the importance of working together
  - Customer service type class for parent/staff interaction
  - Dealing with difficult/challenging/disrespectful parents
  - Getting parents to interact more with their children
  - How to effectively communicate with parents
  - How to speak with families regarding their child's behavior in the classroom
  - Parenting workshops
  - Sustaining a positive relationship with parent/caregiver by telling them about routines in classroom vs. routines at home
  - Togetherness training on the topic of implementing Gold for the parents to understand the importance of their child's development
  - Tools to be used by parents

## GNJK Curriculum and Assessment

- Advanced Sessions
  - ASQ
  - Creative Curriculum
  - Topics and units
- All curriculum trainings
- Anecdotes and scoring
- ASQ
- Assessment Models
- COR
- Documentation
- Evaluations
- Extension of Courses
- GOLD
- How to implement HighScope for children with special needs or social/emotional developmental delays
- How to use Tadpoles and Gold in conjunction
- How to use the Creative Curriculum website
- IEP implementation and crossover with TS Gold Assessment (how to use both in order to best serve children)
- Infant Toddler CLASS training
- Learning how to use the curriculum(s) to their fullest
- Lesson planning
- Mighty Minutes
- New COR
- Refresher Courses
  - Creative Curriculum Infant, Toddlers, and Two's
- Second part of overview
- Seeing how it works in the classroom
- Social-Emotional Coaching with the Fidelity Tool
- Topics on standards and ITERS
- Understanding of how studies are done

## Learning Environment

- Behavior
  - Behavior in the classroom
  - Behavior management
  - Challenging behavior and classroom management
  - Handling/Strategies to use for challenging behaviors
  - How staff should react to behaviors
  - How to handle emotional children
- Boundaries with children
- Classroom management
- Conflict resolution and discipline among toddlers
- Focus on active learning experiences and specific materials to use to develop particular skills/provide enjoyment to children and toddlers
- Games
- IEP implementation
- Inclusion
- Positive behavior supports/guidance
- Positive teacher-child interactions
- Preparing for the first six weeks of school
- Problem solving
- Sharing
- Teacher preparation to manage the educational process and teaching according to the age of the children to promote their integral development
- Working with disabled children

## Lesson Topics

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Rutgers School of Social Work, Institute for Families, Grow NJ Kids Training Services

- Activities for infants 0-6 months
- Art
  - Therapeutic properties
  - Trainings on the importance of process art over project art and letting children do their own art work
  - What is appropriate/acceptable for one and twos
- Health and safety
- How to bring environmental education into the preschool classroom
- Interactive read-alongs
- Lesson planning
- Math
- Nutrition
- Pre-literacy/Literacy in the classroom and at home
  - Building literacy skills
  - How to read books successfully to children (i.e. pacing, singing, voices, picture walking, etc.)
  - Reading with children
  - Train teachers to choose high quality literature for children of every age group
- Pyramid Model/Training
- Science
- Speech and Language
- STEM
- Writing lessons

### **Workplace Environment**

- Building team support
- Coaching
- Communication
- Employee etiquette
  - Between staff
  - Between staff in front of children
- Getting entire school on board
- How to deal with stress
- How to work with staff who are not cooperating
- Leadership
- Mentoring
- Observing how a teacher takes anecdotes
- Reflective supervision
- Scoring
- Trustworthiness

### **Other**

- Mental Health
- Seizures

## Web-Based Training Sessions

Between July and December 2018, 13 web-based training titles and 97 web-based training sessions were conducted with 998 participants. One course is missing attendance data due to the host site having technical difficulties. Most trainings are five hours in length and can be stopped and started as needed, based on participants' schedules within the allotted timeframe of the session. The table below details the number of times each training was conducted, the number of participants enrolled, the number of participants who completed the course, and the completion rate by course title. Completion rates may reflect that participants started the trainings but did not complete due to other demands. A reminder is emailed to all enrolled participants of online trainings half-way through their session in an effort to increase completion rates.

Course	# of Times Conducted	Participants Enrolled	Participants Completed	Completion Rate
<b>206 - COR Advantage Online Training</b>	3	54	41	75.9%
<b>207 - PQA Infant/Toddler: Program Quality Assessment Powered by HighScope</b>	2	7	1	14.3%
<b>208 - PQA Preschool: Program Quality Assessment Powered by HighScope</b>	1	7	6	85.7%
<b>305 - FCCERS-R: Family Child Care Environment Rating Scale: Online Overview (SPANISH)</b>	11	21	11	52.4%
<b>308 - (SPANISH) ECERS-R: Early Childhood Environment Rating Scale: Online Overview</b>	11	7	1	14.3%
<b>401 - ECERS-3: Early Childhood Environment Rating Scale: Online Overview</b>	11	280	200	71.4%
<b>402 - FCCERS-R: Family Child Care Environment Rating Scale: Online Overview</b>	11	33	21	63.6%
<b>403 - ITERS-3: Infant/Toddler Environment Rating Scale: Online Overview</b>	11	358	243	67.9%
<b>525 - PAS: Program Administration Scale: Online Introduction</b>	6	23	15	65.2%

<b>**528 - Working with Dual Language Learners and Building Cultural Competency</b>	12	306	246	80.4%
<b>**529 – NJ Birth to Three Early Learning Standards Overview</b>	2	28	26	92.9%
<b>**800 - Physical Activity WBT – Early Childhood Physical Activity for Toddlers and Preschoolers</b>	6	96	96	100%
<b>**900 - Grow NJ Kids Director Orientation</b>	10	134	91	67.9%
<b>Total</b>	<b>97</b>	<b>1,354</b>	<b>998</b>	<b>73.7%</b>

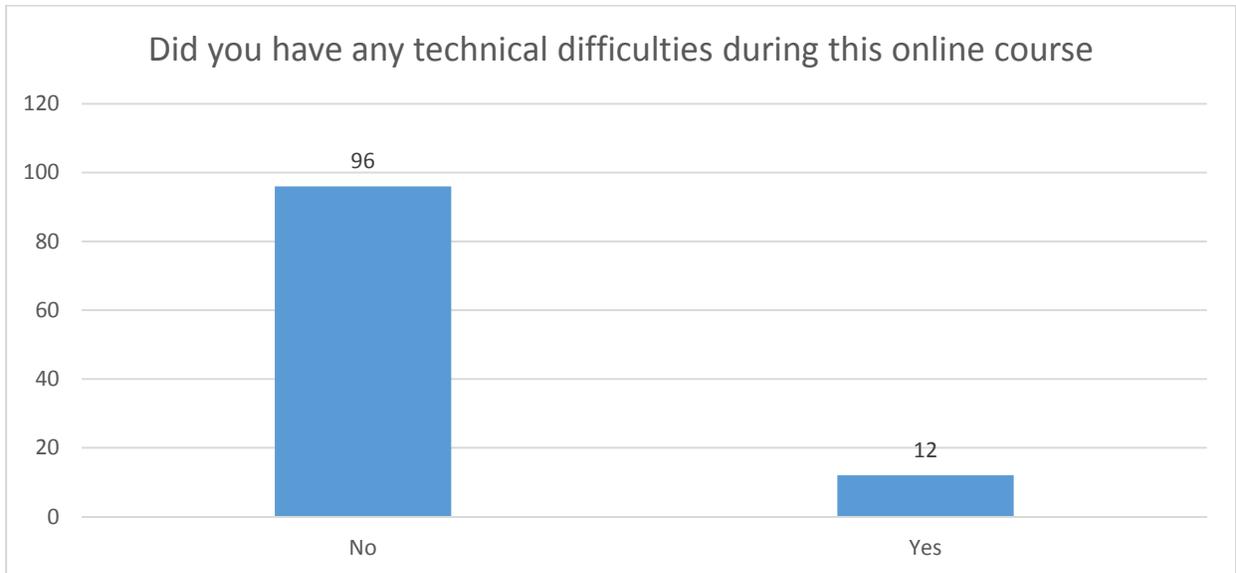
Note, two asterisks (\*\*) indicate that these trainings were developed and administered by GNJKTS. Web-based survey results that immediately followed completion of the training are available in Appendix D.

## Post-Training Follow-Up Email Survey for Web-Based Trainings

All participants of web-based trainings were sent a survey by email approximately one month after course completion. Participants were asked to complete the survey within two weeks of receipt of the initial email. Response rates by month are detailed below. Individual class results are detailed in Appendix C. Overall, response rates were lower for web-based trainings when compared to classroom trainings. One reason for this is that web-based training follow-up surveys are sent one month after the training, when we receive attendance information. Classroom trainings follow-up email surveys are sent about 2 weeks after the training. This longer length of time between training completion and receiving the survey may have an impact on the response rate.

<b>CY 2018</b>	<b>Response Rate</b>
<b>July</b>	18%
<b>August</b>	23%
<b>September</b>	18%
<b>October</b>	17%
<b>November</b>	15%
<b>December</b>	24%

In addition to the same questions asked in the follow-up email survey for in-class trainings, participants of web-based trainings are also asked about the training delivery platform. Respondents agreed that their online course was easy to navigate (mean score = 3.27 out of 4), the course was well organized (mean score = 3.34 out of 4), and the estimated time required to complete the course was accurate (mean score = 3.21 out of 4). Twelve of 108 respondents (11%) between July and December 2018 reported that they had technical difficulties during the course. Those technical difficulties are reported below.

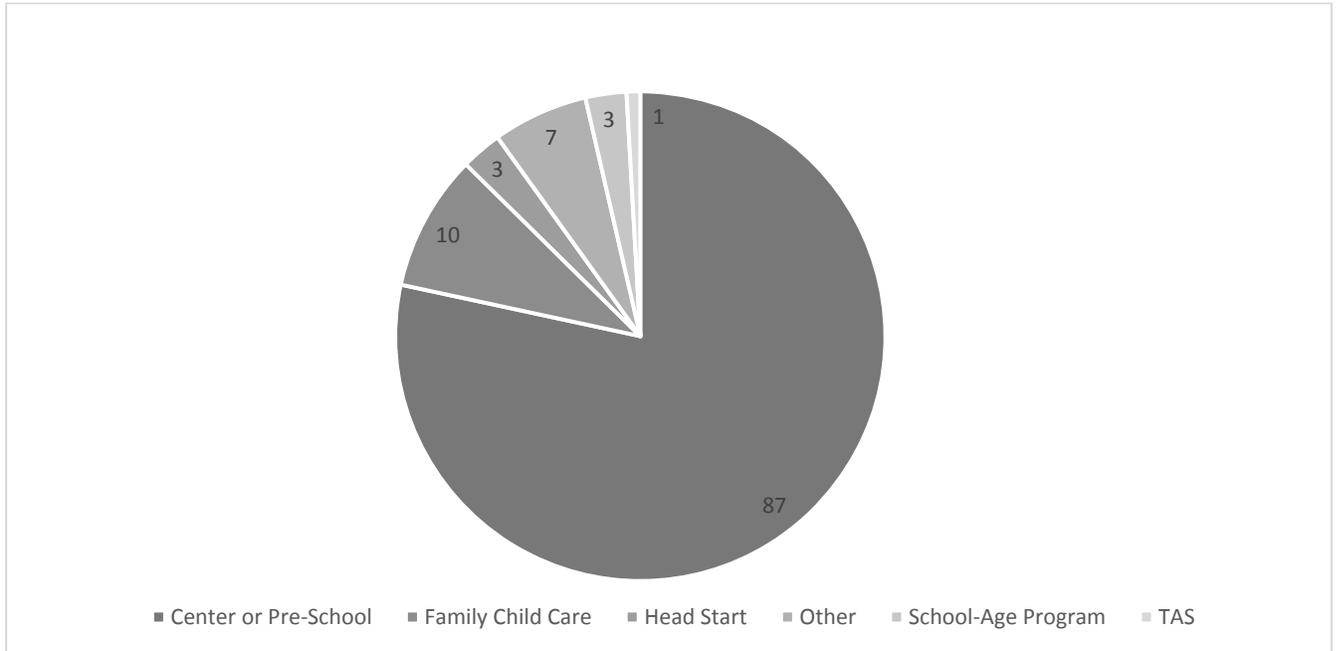


If a respondent indicated that they had experienced a technical problem, they were asked to describe the specific technical difficulty or difficulties. All responses are listed below, verbatim.

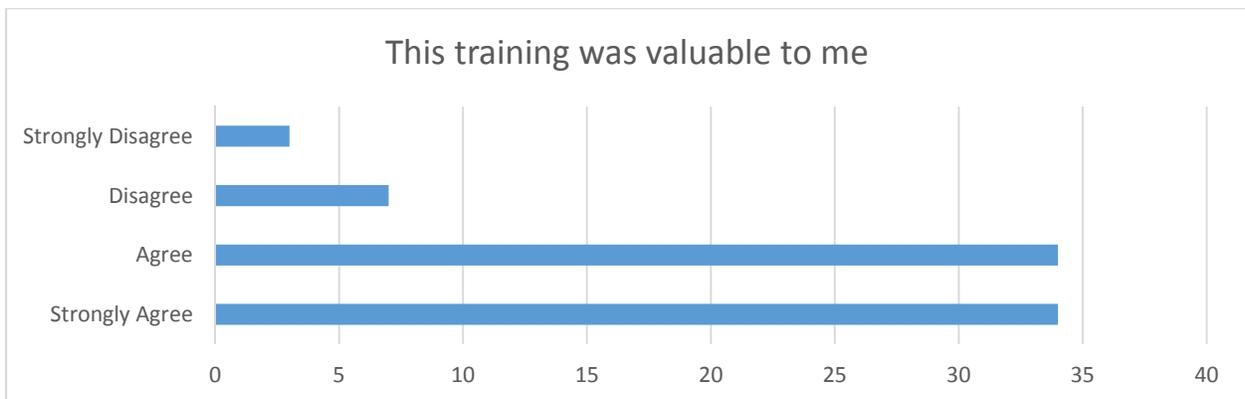
- Contacted a person to get the pin number to access the course. There could possibly be a way where we could get it ourselves or make it ourselves.
- Could not get registered
- I was unable to register for the class and it was telling me that I was waitlisted even though there were plenty of openings. I emailed for help but it took some time to navigate. I was quite disappointed in the registering process and had difficulties signing up for another class. This time I called but have yet to get an email confirming my registration which means I will need to call again which is a whole other ordeal.
- Getting started
- Difficulty getting back to sections after a break
- Saving and sending the short response answers for the assessments
- Kept shutting off
- The page was closed
- Issues with the audio on the video
- Sound went in and out
- The one that you had to do the score

## Respondents

The following figures use aggregate data across all web-based trainings offered between July and December 2018. The majority of the 111 respondents identified their current affiliation as a center or pre-school (87). The breakdown is detailed below.



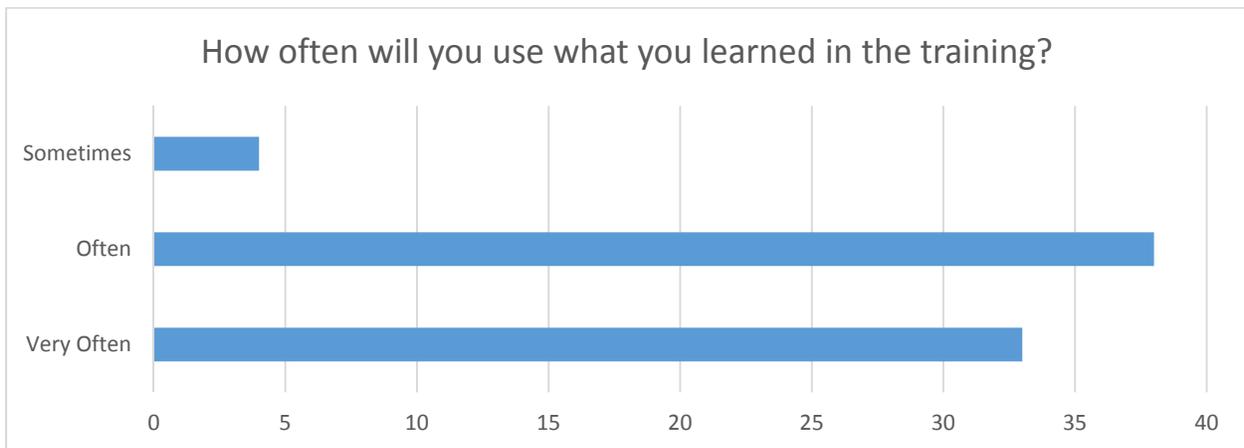
Most respondents reported that they agreed or strongly agreed that the training was valuable to them (mean score = 3.26 out of 4; n = 78).



Most respondents reported that they agreed or strongly agreed that they could use the training topics in their work with children (mean score = 3.2 out of 4; n = 49).



All respondents reported that they would use what they learned in the training sometimes, often, or very often (n = 75).



Respondents were asked to report what other training topics would help their work with children and families. Their responses are listed verbatim below.

- Abusive relationships and families
- All early childhood topics
- Any and everything on behaviors
- Anything that would be helpful with Grow NJ
- Challenging behavior, ideas for transitions, and room arrangement
- Challenging behaviors
- Classroom setting
- Coaching
- Communication, grants writing, how to get low cost equipment and toys, and make child care more safe
- Communicating with parents and maintaining relationships with families
- Cultural sensitivity, inclusion, and accommodations
- Curriculum training
- Domestic violence
- Early literacy in STEM starts early positive response to challenging behaviors, curriculum implementation for FCCs
- Everything
- Family services and training
- FCC Creative Curriculum
- Finances
- Fine dining
- Going through difficult times in life
- Home and school connection activities
- How beneficial play-based learning is in education
- How to clearly relay all that we truly do with the children in our care and how they are learning at any age, we do not just provide "day care"
- How to deal with problematic children, how to integrate more parents and make them understand that children need more attention
- How to get parents to be more prepared
- How to work the curriculum for children from 0 to 5 years old
- I will say the education training steps that would be the best
- I would love a training to recognize potential delays or how to maintain a classroom with multiple intelligences and special needs. Also, training on how to help parents accept that their child might have special needs.
- If there are any other trainings for working with family and children
- Just making sure we are communicating with our parents and letting them know what we do throughout the day
- Learning about specific age appropriate activities for children
- Maybe divorce or sicknesses
- More ECERS training, Creative Curriculum Training, taking anecdotal notes training
- Online curriculum classes
- Parent involvement
- Parent management
- Parents' attitudes and problems with the education their child is getting
- Positive guidance and discipline
- Positive interactions between staff and children, communication with parents/families
- Process art vs product art
- Pyramid training (2)

- Special needs type topics
- Strengthen Families & different cultures
- Strengthening Families
- Topics on how to get more family involvement
- Toxic stress, how to communicate with parents more to get their children more independent, and how to get them to work with the teachers reinforcing positive behavior in the classroom.
- Transition
- Understanding licensing
- Working with difficult children. Especially the ones that are extremely spoiled.
- Working with teenage parents

## Trainer Feedback Report

In January 2018, GNJKTS implemented a trainer feedback report, an online form that all local GNJKTS trainers are to complete within 48 hours of the last training day of each course. Between July and December 2018, local facilitators completed 70 trainer feedback reports.

The tool documents each facilitator's feedback about the course delivery and participants' engagement. GNJKTS staff monitor responses in order to keep abreast of issues that need immediate attention and track responses that guide ongoing improvement efforts.

A majority of trainers reported the trainings were well received by participants who were engaged during the training.

- *"Observation was a huge aha for this group!"*
- *"All participants were extremely active. All felt that they would be able to utilize the curriculum resources. All felt more confident in applying the curriculum and Objectives for Development and Learning."*

Trainers also reported that there were barriers to full trainee engagement which included trainees not having their books.

- *"It's a bit challenging for participants from centers where the curriculum materials are not available for them."*
- *"About half of the people told me that they saw the confirming email after they left work on Friday. They said that was the reason they didn't bring books - they saw the email after it was too late to grab them. I know they have the instructions all along but most people don't think about grabbing books until the day before. I would suggest sending confirmation 2 days ahead instead of 1 day."*

Trainers suggested improvements.

- *"After teaching the new version of CC PS several times, the second day seems to have more information & takes longer to teach than the first day. Participants seem to be overloaded the 2nd day - not sure if we can rearrange the information a bit to balance out the 2 days better?"*
- *"I think participants and directors or coordinators of the program would benefit from attending the training together so they receive the information at same time and are clear of what the purpose of GOLD is and how it is used."*

A snapshot of the quantitative results is presented in the table below.

Report Items	Results
<b>Did you receive course materials in sufficient time before the training date?</b>	No: 2 Yes: 68 (97%)
<b>Did you have all materials and supplies needed for the training?</b>	No: 7 Yes: 63 (90%)
<b>Did you encounter any challenges with the technology/audiovisual equipment needed for training delivery?</b>	No: 61 (87%) Yes: 9
<b>Was the venue/space a conducive learning environment?</b>	No: 11 Yes: 59 (84%)
<b>Were you able to answer all questions asked during the training?</b>	No: 2 Yes: 68 (97%)
<b>Did you co-train this course with another instructor?</b>	No: 70 Yes: 0 (0%)
<b>Were there any challenges experienced with your learners during this session?</b>	No: 61 Yes: 9 (13%)

Based on the data gathered from the trainer feedback report, GNJKTS has responded when possible. Examples include:

- GNJKTS asked the TAS/QIS network at their quarterly meetings to communicate that the curriculum boxes should be opening before training.
- GNJKTS connected trainers to the curriculum vendors to discuss options for restructuring the day.

# Grow NJ Kids Training Services Operations

## *Progress and Activities*

While this six-month report provides an overview of all levels of service for Grow NJ Kids Training Services, the following tables offer additional details on the activities and progress of contract deliverables assigned.

<b>GOAL:</b> Deliver professional development to support the knowledge and skills of the early childhood and child care workforce through online trainings.	
<b>ACTIVITY</b>	<b>PROCESS</b>
<b>Assess Training Need</b>	Forecast training according to vendor-based schedules or monthly forecasting for each session offered.
<b>Schedule Training</b>	Schedule training by coordinating with vendors or Canvas, the online platform used for trainings developed internally. Confirm scheduled dates with vendors if trainings do not occur regularly on a bi-weekly or monthly basis.
<b>Post Training</b>	Post all training details to the NJ Workforce Registry. Information includes registration dates, login process, and cohort periods.
<b>Prepare Training Material</b>	For Vendor Training: Download participant information to submit to vendors prior to the start of training. Login information is either sent by the vendor or sent to the Program Coordinator Online Operations to email to participants.
	For GNJKTS Training: Download participant information to be sent to Canvas prior to the course start date. Import course details into the Canvas platform and publish the training. Send login information to participants on the start date of the course.
<b>Send Reminder Email</b>	Send participants a training email reminder halfway through the training session.
<b>Provide Technical Assistance</b>	For Vendor Training: Contact the vendor or provide the technical assistance phone number to participants. Check the registry once a week to ensure that participants did not withdraw from the training session. Notify the vendor when participants withdraw for their records.
	For GNJKTS Training: Provide direct technical support or provide participants with the Canvas technical support number.
<b>Process all Post-Training Materials</b>	For Vendor Training: Request completion report from vendor. Enter attendance within 48 hours of receiving the completion report.
	For GNJKTS Training: Download the completion report from Wufoo, the tracking system for completion. Enter attendance within 48 hours of the training.
<b>Send Follow-Up Surveys</b>	Email the online follow-up email survey to participants within two weeks of each training session.
<b>Process Payment</b>	Verify that the vendor invoice matches enrollment and attendance information in the master calendar and process invoices.
<b>Track Training</b>	Maintain master calendar to track all training details, vendor invoicing, and slots available for online training courses.

**GOAL:** Deliver professional development to support the knowledge and skills of the early childhood and child care workforce through foundational and advanced in-person and online trainings.

ACTIVITY	PROCESS
<b>Schedule Training</b>	Schedule training for delivery throughout the six regions at least two months prior to the training date to allow enough time for enrollment. Scheduling is aligned with quarterly forecasting for each type of training for both in-person and online trainings.
<b>Assess Training Need</b>	Forecast in all six regions of New Jersey or as requested by a program or provider. Considerations include rolling schedules, programs who have newly enrolled in Grow NJ Kids (by county), and the curriculum being selected by programs.
<b>Confirm Training Location</b>	Current Venue: Contact frequently used sites to check availability and confirm dates. All training details are confirmed with the hosting training site and are reserved at least six weeks prior to the scheduled start date.
	New Venue: Research and contact potential venues that can offer free or low cost training rooms. Conduct an in-person site assessment to verify usability of the site.
<b>Identify Trainer</b>	For Local Trainers: Assign a per diem trainer based on their availability and skillset through a Google calendaring process. Generate and process a Memorandum of Understanding with the trainer.
	For Vendor Trainers: Add training details to a shared file for the vendor to assign a trainer.
<b>Post Training</b>	Post trainings on the NJ Workforce Registry, the training calendar on the Grow NJ Kids website, and the internal master calendar.
<b>Assign Site Support</b>	Assign an internal program coordinator to each training to manage all logistics.
<b>Prepare Training Material</b>	For Local Trainers: Prepare and mail all required education and evaluation materials to trainers at least two weeks prior to the course start date.
	For Vendor Trainers: Prepare and mail all required education and evaluation materials to the assigned training site for the first day of the training.
<b>Provide Technical Assistance &amp; Site Support</b>	For Vendor Trainers: Support onsite venue issues, troubleshoot material preparation, facilitate sign-in process, introduce course and trainer, and respond to any other support needed by trainers and participants prior to and on the date of the training.
<b>Process all Post-Training Materials</b>	Track and process all training materials, including rosters and evaluation materials, within five days following a training session. Enter attendance within 48 hours of training for all courses.
<b>Send Follow-Up Surveys</b>	Email the online follow-up email survey to participants within two weeks of each training session.
<b>Process Payment</b>	For Local Trainers: Confirm training sessions and process payment to trainers.
	For Vendors: Confirm training sessions and process invoices.
<b>Track Training</b>	Maintain master calendar to track all training details, vendor invoicing, and trainer payment.
<b>Track Inventory</b>	Purchase supplies, organize handouts, and manage equipment required to deliver all trainings.

**GOAL:** Manage a pool of consultant instructors who facilitate training and professional education for early childhood care providers and educators

ACTIVITY	PROCESS
<b>Recruitment Process Begins</b>	<ul style="list-style-type: none"> <li>Review resumes from per diem trainer job posting on Rutgers University HR website</li> <li>Advertise on both focused and general job boards</li> <li>Share and connect with existing networks</li> </ul>
<b>Applications Submitted &amp; Screened</b>	<ul style="list-style-type: none"> <li>Track applicants and assess qualifications</li> <li>Flag potential conflicts of interest</li> </ul>
<b>Phone Screening</b>	<ul style="list-style-type: none"> <li>Assess knowledge of and experience with subject</li> <li>Listen for understanding of adult learning theories</li> <li>Confirm availability and flexibility (time/location)</li> </ul>
<b>In-Person Interview(s)</b>	<ul style="list-style-type: none"> <li>Interview with initial panel of 3 program staff</li> <li>Observe 10-minute training demonstration</li> <li>Review terms of employment, flexibility, and commitment</li> <li>Interview with final committee as needed</li> </ul>
<b>New Trainer Orientation</b>	<ul style="list-style-type: none"> <li>Begin with online "pre-boarding" orientation</li> <li>Gather as a cohort in person</li> <li>Introduce procedures and Instructor Manual</li> <li>Observe course and assess confidence in the content before moving to TTT</li> </ul>
<b>Train-the-Trainer Process</b>	<ul style="list-style-type: none"> <li>Conduct formal TTT or credentialing process</li> <li>Conference to assess trainer's comfort with content</li> <li>Trainer demonstrates excerpt for program staff as needed</li> <li>Co-train with a seasoned instructor when possible</li> </ul>
<b>First Assignment</b>	<ul style="list-style-type: none"> <li>Trainer facilitates first course independently</li> <li>Program staff remains available for questions</li> <li>Conference after course to address any concerns</li> <li>Review in-person and email follow-up course evaluations</li> </ul>
<b>Ongoing Quality Improvement</b>	<ul style="list-style-type: none"> <li>Network trainers of similar content for group coaching</li> <li>Conduct on-site observations for focused coaching</li> <li>Host professional development and/or recertification sessions</li> <li>Communicate with regular program updates through monthly emails</li> </ul>

### 2018 Q3&4 Activities

**Summary:** Currently managing a consultant pool of 10+ instructors who bring expertise in early childhood care and education, knowledge of NJ's QRIS and local resources, and strong facilitation skills

ACTIVITY	DESCRIPTION
<b>ASQ Train-the-Trainer</b>	Coordinated a three-day train-the-trainer series to certify local instructors and representatives identified by the Department of Human Services in facilitating trainings on use of the Ages and Stages Questionnaires. Five local instructors and 3 State representatives are certified to deliver ASQ: 3 and ASQ-SE: 2 courses to child care providers around the State.
<b>Trainer Recruitment</b>	Recruited and on-boarded two new instructors to build capacity of the Grow NJ Kids Training Services consultant training pool, including another bilingual instructor.

<b>Teaching Strategies Recertification</b>	Coordinated recertification sessions for all local Teaching Strategies instructors. This Accreditation Program for Trainers (APT) recertification included sessions for GOLD; Creative Curriculum Family Child Care; Creative Curriculum Infants, Toddlers, Twos; and Creative Curriculum Preschool to recertify 8 local instructors over 4 six-hour training days.
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<b>GOAL:</b> Develop training and professional education that builds the knowledge and skills of early childhood care providers and educators	
<b>ACTIVITY</b>	<b>PROCESS</b>
<b>Plan &amp; Analyze</b>	<ul style="list-style-type: none"> <li>• Consult with stakeholder regarding training need</li> <li>• Learn more about the performance gap</li> <li>• List what staff need to be able to do on the job</li> <li>• Discuss the obstacles for doing this or what needs to change</li> <li>• Develop a goal for the project</li> <li>• Discuss methods for measurement</li> </ul>
<b>Design</b>	<ul style="list-style-type: none"> <li>• Review existing internal and external resources that can inform project</li> <li>• Brainstorm practice activities that require decision making, provide context, are applicable to the job, and offer feedback</li> <li>• Choose appropriate format for the project using activities identified (e.g., web-based training, classroom-based training, job aid, micro learning, etc.)</li> <li>• Identify subject matter expert (SME) to support design and development</li> <li>• Develop project outline—including the goal, performance objectives, activities to support the goal, preliminary timing, sequencing, and resources/tools to be developed</li> <li>• Set project development timeline and identify responsible parties</li> </ul>
<b>Develop &amp; Review</b>	<ul style="list-style-type: none"> <li>• Work with SME to develop first draft and related activities</li> <li>• Perform internal review of content and prepare for stakeholder content review</li> <li>• Walk through project with client and stakeholders/approvers</li> <li>• Discuss any required modifications to the curriculum content</li> <li>• Outline timeframes for revision and additional approvers</li> <li>• Revise curriculum using stakeholder feedback</li> <li>• Finalize graphic design, layout, look and feel, etc.</li> <li>• Test internally, when applicable (e.g., web-based training)</li> <li>• Submit to internal staff for proofreading</li> <li>• Prepare for final curriculum presentation</li> <li>• Perform final content walk-through with client, stakeholders, and approvers</li> <li>• Sign off on project if no additional changes are needed</li> </ul>
<b>Implement &amp; Evaluate</b>	<ul style="list-style-type: none"> <li>• Conduct pilot of curriculum/project using participants identified by client, stakeholders, or IFF</li> <li>• Collect participant reactions and review results with stakeholders</li> <li>• Discuss any changes made to curriculum based on feedback</li> <li>• Plan train-the-trainer and timing of course rollout</li> <li>• Identify qualified trainers and schedule for train-the-trainer</li> <li>• Prepare instructor binders and supporting curriculum materials</li> <li>• Facilitate train-the-trainer and follow up with trainers to assess comfort level with content</li> <li>• Post course on NJ Workforce Registry for enrollment and market course</li> </ul>

	<ul style="list-style-type: none"> <li>• Prepare internal team for first course offering—including printing prep for classroom-based courses or online operations team for web-based training</li> <li>• Connect with trainer following course to assess any challenges</li> <li>• Review participant satisfaction surveys for red flags on a continual basis</li> <li>• Communicate any challenges with client and stakeholders for further discussion</li> </ul>
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<b>2018 Q3&amp;4 Activities</b>	
<b>ACTIVITY</b>	<b>DESCRIPTION</b>
<b>Birth to Three Early Learning Standards</b>	Developed a one-hour web-based training course that introduces participants to the NJ Birth to Three Early Learning Standards as a framework for understanding and communicating around developmentally appropriate expectations for infants and toddlers. Participants practice referencing the NJ Birth to Three Early Learning Standards domains, components, and indicators in their everyday interactions with infants, toddlers, and families.
<b>Preschool Teaching and Learning Standards</b>	Began development of a one-hour web-based training course on the NJ Preschool Teaching and Learning Standards to introduce this framework to preschool teachers. Completed initial meetings with the Department of Education to gather information and resources and developed draft of eLearning product.
<b>Grow NJ Kids Orientation</b>	Revised the Grow NJ Kids Orientation to include family child care providers as a target audience. Two pathways were developed within this 12-hour, self-paced online course to ensure participants receive information relevant to their role in early childhood care and education. Six new custom videos were produced in designing this new course—including video interviews with Quality Improvement Specialists, Technical Assistance Specialists, and a family child care provider as well as a welcome video by the Grow NJ Kids coordinator.

<b>GOAL: Develop marketing and communications products for outreach supporting Grow NJ Kids and Grow NJ Kids Training Services</b>	
<b>PROCESS</b>	
<ul style="list-style-type: none"> <li>• Consult with internal and/or State partners</li> <li>• Design product plan and timeline for completion</li> <li>• Develop draft product</li> <li>• Share draft with stakeholders for review</li> <li>• Incorporate stakeholder feedback</li> <li>• Finalize product and distribute to intended audience</li> </ul>	

**2018 Q3&4 Activities**

<b>ACTIVITY</b>	<b>DESCRIPTION</b>
<b>New Jersey Professional Development for Subsidy Child Care Providers Infographic</b>	Created an infographic highlighting required training for subsidy child care providers as well as options for progressive training. Final product shared with Department of Human Services for approval.
<b>Physical Activity Marketing Flyer</b>	Created a promotional flyer for NJ Department of Health to announce release of the new <i>Physical Activity Guidelines for Americans</i> and promote the one-hour <i>Early Childhood Physical Activity</i> web-based training available at <a href="http://GrowNJKids.com">GrowNJKids.com</a> .
<b>What is Grow NJ Kids?</b>	Updated the "What is Grow NJ Kids?" promotional video to reflect changes in Grow NJ Kids program ("Grow NJ Kids" Orientation instead of "Director" Orientation) and to reflect the ongoing relationship between providers and the Quality Improvement Specialist at the request of the QIS community.

## Appendix A: Participant Satisfaction Scores by Course Title

Course	n	Presenter demonstrated knowledge	Presenter answered questions	Presenter encouraged participation	Presenter kept interest	Presenter paced class well	Materials were helpful	Satisfied with training location	Training increased my skills	Will use information in my work	Satisfaction with training
<b>100 – Creative Curriculum for Infants, Toddlers and Twos - Session 1</b>	311	3.76	3.72	3.74	3.58	3.72	3.68	3.57	3.66	3.77	3.72
<b>101 – Creative Curriculum for Infants, Toddlers and Twos - Session 2</b>	154	3.79	3.80	3.83	3.75	3.79	3.77	3.69	3.79	3.82	3.80
<b>102 – Creative Curriculum for Preschool - Session 1</b>	453	3.89	3.89	3.91	3.80	3.87	3.86	3.71	3.84	3.88	3.87
<b>103 – Creative Curriculum for Preschool - Session 2</b>	214	3.85	3.87	3.88	3.84	3.86	3.79	3.64	3.81	3.86	3.87
<b>104 – Implementing GOLD</b>	127	3.82	3.82	3.90	3.83	3.82	3.83	3.61	3.76	3.80	3.79
<b>105 – GOLD for Administrators</b>	6	3.83	3.83	3.83	3.83	3.67	3.17	3.33	3.80	3.60	4.00
<b>106 – Using GOLD Data to Plan Instruction</b>	24	3.54	3.54	3.57	3.50	3.54	3.54	3.52	3.50	3.42	3.50
<b>109 – Implementing GOLD Toolkit: Paper and Pencil Training</b>	37	3.84	3.95	3.84	3.89	3.92	3.89	3.41	3.81	3.89	3.89
<b>110 – Coaching to Fidelity: Infants, Toddlers, and Twos Edition</b>	9	4.00	4.00	4.00	4.00	4.00	3.89	4.00	4.00	4.00	4.00

Half-Year Report: July to December 2018

Rutgers School of Social Work, Institute for Families, Grow NJ Kids Training Services

Course	n	Presenter demonstrated knowledge	Presenter answered questions	Presenter encouraged participation	Presenter kept interest	Presenter paced class well	Materials were helpful	Satisfied with training location	Training increased my skills	Will use information in my work	Satisfaction with training
<b>111 – Coaching to Fidelity: Preschool Edition (For Directors and Administrators)</b>	26	3.85	3.85	3.88	3.85	3.81	3.65	3.85	3.85	3.88	3.85
<b>113 – Responsive Planning in The Creative Curriculum for Infants, Toddlers &amp; Twos</b>	16	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.94	4.00	4.00
<b>116 – Intentional Teaching in the Interest Areas of The Creative Curriculum for Preschool</b>	33	3.88	3.88	3.85	3.73	3.94	3.70	3.85	3.79	3.81	3.90
<b>117 – Supporting Social Emotional Development in The Creative Curriculum for Preschool</b>	60	3.95	3.90	3.92	3.86	3.88	3.82	3.77	3.82	3.87	3.85
<b>118 - Implementing Studies to Promote Inquiry Based Learning in The Creative Curriculum for Preschool</b>	19	3.79	3.84	3.89	3.68	3.89	3.68	3.68	3.84	3.89	3.84
<b>200 – Introduction to the HighScope Preschool Curriculum - Session 1</b>	66	3.85	3.86	3.86	3.79	3.88	3.88	3.58	3.77	3.86	3.85
<b>201 – Introduction to the HighScope Preschool Curriculum - Session 2</b>	52	3.98	3.92	3.98	3.90	3.98	3.98	3.78	3.94	3.92	3.94
<b>202 – Introduction to the HighScope Preschool Curriculum - Session 3</b>	42	3.95	3.93	3.98	3.81	3.93	3.88	3.81	3.88	3.93	3.88
<b>203 – Introduction to the HighScope Infant/Toddler Curriculum - Session 1</b>	61	3.93	3.93	3.93	3.89	3.92	3.97	3.62	3.90	3.92	3.90

Course	n	Presenter demonstrated knowledge	Presenter answered questions	Presenter encouraged participation	Presenter kept interest	Presenter paced class well	Materials were helpful	Satisfied with training location	Training increased my skills	Will use information in my work	Satisfaction with training
<b>204 – Introduction to the HighScope Infant/Toddler Curriculum - Session 2</b>	57	3.95	3.96	3.93	3.93	3.95	3.91	3.67	3.95	3.95	3.95
<b>205 – Introduction to the HighScope Infant/Toddler Curriculum - Session 3</b>	55	3.94	3.96	3.96	3.93	3.93	3.93	3.81	3.96	3.94	3.94
<b>212 – HighScope Numbers Plus: Preschool Advanced Training</b>	13	3.75	3.75	3.83	3.75	3.75	3.67	3.92	3.58	3.75	3.75
<b>214 – HighScope Daily Schedules &amp; Routines: Infant/Toddler Advanced Training</b>	8	3.75	4.00	4.00	4.00	4.00	3.88	4.00	3.88	4.00	4.00
<b>300 – (SPANISH) Creative Curriculum for Infants, Toddlers and Twos - Session 1</b>	9	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
<b>302 – (SPANISH) Creative Curriculum for Preschool – Session 1</b>	11	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
<b>309 - (SPANISH) ASQ-3 Developmental Screening Tool</b>	58	3.90	3.88	3.88	3.88	3.89	3.89	3.86	3.88	3.89	3.89
<b>503 – ASQ3: Developmental Screening Tool</b>	262	3.93	3.91	3.90	3.86	3.88	3.90	3.68	3.86	3.87	3.89
<b>Total</b>	2183	3.86	3.86	3.87	3.79	3.85	3.82	3.68	3.81	3.85	3.85

## Appendix B: Same Day Satisfaction Survey – Participant Comments

Course Name:	Trainer Was:	Training Was:	Additional Comments:	
<b>100 - Creative Curriculum for Infants, Toddlers &amp; Twos - Session I</b>			Alternatives to outdoor activities for when you can't go outside such as climbing	
			How to design a lesson plan based on the Creative Curriculum	
			How to implement everything in GOLD	
			How to write an actual creative lesson plan - also any case studies for infant/toddler?	
			I am walking away feeling more confident in my skills and knowledge about this curriculum	
			I appreciate all of the new helpful knowledge that the presenter has given me.	
			I enjoyed this training!	
			I liked that the instructor had child care experience.	
			I really like it.	
			I think everything is fine. Even though I had experience and knowledge with teaching strategies from my job and learning it. But I did learn a few new things.	
			I think that the Infant & Toddler Curricula need to be separated from each other.	
			I would like the PowerPoint to refer to while being presented to add my own notes.	
			I would love if the trainer can teach all the creative curriculum sessions not just session 1. The trainer made us want to do this like now! And the trainer understands what we go through on a daily basis!	
			It was a waste of time. I got nothing from it. The school is nice. The presenter was very rude, disrespectful, unprofessional. I would recommend that she reevaluates her career choice.	
			It was very interesting and I learned a lot. It was clear and the trainer knew what they were talking about and knew how to present it to others.	
		Amazing		
		Animated		
		Awesome	Clear	
		Charming	Educational	
		Encouraging	Efficient	
	Energetic	Engaging		
	Engaging	Excellent		
	Enthusiastic	Fabulous		
	Excellent	Fantastic		
	Exceptional	Firm		
	Fabulous	Good		
	Fantastic	Great		
	Funny	Helpful		
	Good	Informational		
	Great	Informative		
	Helpful	Interesting		
	Informative	Satisfactory		
	Interactive	Useful		
	Knowledgeable	Well done		
	Professional	Well formulated		
	Resourceful	Wonderful		
	Well spoken			
	Wonderful			

Course Name:	Trainer Was:	Training Was:	Additional Comments:
			Liked the hands on activities.
			Trainer did very well.
			I am a bit nervous about implementing a new curriculum but the trainer eased my mind with how workable the curriculum is to use
			Pace was a bit slow with too much story telling
			The presenter had plenty of materials for all participants. Stories and materials were excellent.
			I loved how we all worked together as a team. Actively working through the activities really helped us learn how to navigate through the curriculum.
			Training should go into someone coming to our daycare to implement these materials since everything is more individualized with the daycare.
			The computer entries of this program.
			I am less anxious about being a new teacher. I now understand that being a great teacher takes years of practice and even then it's okay to make the simple mistakes. With professional and personal development I see myself being an even better teacher than I am today.
			I am very satisfied about this training.
			It was very important training for daily schedules.
			Thank you for such an enriching experience.
			Wish it was more time.
			Excellent training, complete information with many resources!
			I learned a lot.
			0-3 Science training
			Explore more the website. Disabilities.
			Have the training once a year
			How do we help a child develop character?
			How to pull parents more with challenging behavior
			I want to have the training about activities social-emotional but in general each year.

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Course Name:	Trainer Was:	Training Was:	Additional Comments:
<b>101 - Creative Curriculum for Infants, Toddlers &amp; Twos - Session 2</b>	Amazing Engaging Enthusiastic Excellent Fantastic Great Interesting Knowledgeable Outstanding Perfect Understanding Wonderful	Engaging Enjoyable Excellent Exceptional Fantastic Fun Good Great Helpful Informative Interactive Interesting Wonderful	I learned so much valuable information I am confident I can implement the curriculum.
			It would really help if we could have a session/or a mock day to write out an entire week. So we can practice and see how to do it at a calm pace. Thank you!
			Less activities & more variation from the first half of this training.
			More suggestions for fine motor process of art besides paint.
			Our instructor was one of the best presenters at the workshops I have attended. Need to correct worksheet on the 7 social-emotional characteristics on page 80-81 in one workbook, but not found Volume 3.
			Understanding that the toddlers have feelings just like I do. Strategies.
			Very helpful and gave me a new perspective on Early Childhood Education aside of what I know about it. I am pleased and gained more knowledge.
			It was enjoyable to be part of this topic.
			I am happy with what I have learned and thankful the trainer took time to teach us. Thank you.
			<b>102 - Creative Curriculum for Preschool - Session I</b>
I am leaving with a much greater understanding of the creative curriculum. I am very excited to put what I learned in progress.			
I am new in teaching, so teaching strategies is a thing I really need.			
Everything was great I cannot wait to go back and put new things into place in my classroom.			
Trainer gave us a ton, ton of information. I came into the training knowing nothing and left with a good knowledge base of what, how, and why questions answered in terms of the Creative Curriculum.			

Course Name:	Trainer Was:	Training Was:	Additional Comments:
	Excellent	Excellent	At the moment my brain is full. I am sure there will be questions as I implement the curriculum.
	Exceptional	Exciting	All my questions were answered at the right time of conversation.
	Excited	Fun	After this training, I feel more confident to use the creative curriculum for preschool.
	Exciting	Good	A lot of my questions and point of view was changed by coming to this training.
	Fabulous	Great	A lot of information packed in two days. Well-presented and participation in groups helped to understand material better.
	Fantastic	Helpful	Ongoing support offered??
	Friendly	Informational	When reviewing the interest areas I would suggest only sharing one per group.
	Funny	Informative (2)	Trainer made me want to learn and had such a positive light. It was great having this trainer.
	Good	Interactive	I enjoyed the training and will use my experience throughout my teaching career.
	Great	Interesting	More group conversation. Topics could have been covered faster.
	Helpful	OK	I learned things that I thought I was doing right. But this resource showed me what I should be doing in my classroom.
	Informative	Organized	I felt the exploring interest area part was too long. Maybe after groups brainstorm their 3, they report on 1. Great class. Thanks!
	Insightful	Perfect	Will there be any more training or a coaching component? We need more training in this.
	Inspirational	Repetitive	I feel it would be more beneficial if someone came to our school/classroom to actually provide some guidance & tips for the day or two. Otherwise it was great!
	Interesting	Thorough	I very much enjoyed the training and how to use the curriculum correctly.
	Kind	Understandable	This was by far one of the best trainings I have been to. I am confident that I will be able to implement this curriculum. I no longer feel overwhelmed.
	Knowledgeable	Useful	I would like more hands on information and more strategies for the classroom (examples).
	Motivational	Well planned	
	Nice	Well presented	
	Open	Wonderful	
	Passionate (2)		
	Patient		
	Polite		
	Relatable		
	Respectful		
	Supportive		
	Understanding		
	Upbeat		
	Welcoming		

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Course Name:	Trainer Was:	Training Was:	Additional Comments:
	Wonderful		<p>I would like to know how to implement B-books in my curriculum.</p> <p>I would like to learn the other studies not included in the boxes.</p> <p>I would like to see more hands on-practical lessons.</p> <p>I'm excited to take what I learned in the training and implement it in my classroom.</p> <p>Feel much more confident with this new curriculum.</p> <p>The training has put my mind at ease - I'm a creature of habit who doesn't like change but I feel very good about Creative Curriculum.</p> <p>This training was very informational, and all the documents such as booklets, and cards were straightforward for educating myself and the children.</p> <p>A PowerPoint would have been helpful.</p> <p>I am happy for all the learning experience I have had these two days.</p> <p>I wish the training touched more upon assessments.</p> <p>Lots of information.</p> <p>The trainer also helped us understand how great learning through play is and how vital it is to their development.</p> <p>The kids teach us as much as we teach them.</p> <p>The presenter put forth 100% effort.</p> <p>Thank you for all of the information and useful suggestions to implement the curriculum. It has really helped to boost my confidence in increasing fidelity to the curriculum.</p> <p>The trainer provided great resources and comprehension of the curriculum.</p> <p>Trainer did a great job making sure we understood the information.</p> <p>Looking forward to beginning the curriculum. Thank you!</p> <p>Learned a lot.</p>

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Course Name:	Trainer Was:	Training Was:	Additional Comments:
			<p>The trainer was very positive and encouraging. She made implementing/using the curriculum seem completely manageable and less overwhelming. She made me want to use the curriculum and use it well.</p> <p>The trainer gave us complete and thorough training and answered all questions and concerns.</p> <p>The activity where we went through the interest areas could have been a little shorter since some of the information was repeated. Otherwise, it was super informative and helpful. Our presenter was GREAT!</p> <p>This training improved my knowledge for the new year class. Thanks.</p>
<p><b>103 - Creative Curriculum for Preschool - Session 2</b></p>	<p>Amazing Awesome Best Clear Energetic Engaging Excellent Fabulous Fantastic Friendly Good Great Hands on Helpful Informative Knowledgeable Pleasure Positive</p>	<p>Awesome Educational Engaging Enjoyable Excellent Fun Good Great Hands on Helpful Important Informative Interactive Interesting Motivational Organized Practical</p>	<p>I learned how important it is to first know the concepts to better teach it. I loved making the charts and breaking the chapters into sections to better understand.</p> <p>I've been teaching over 30 years, but Creative Curriculum is new to me. Trainer knows this stuff.</p> <p>I'm happy I took this training. It helped me very well and gave me different and new ideas.</p> <p>It gave me strategies to implement in the classroom.</p> <p>Math training was more easily understood and explained better</p> <p>More group activities are needed. Trainer gave us a lot of information.</p> <p>The trainer was just excellent. Earlier I had the books but didn't know how to use it. Now I know my resources &amp; the questions to ask children throughout the day to keep them engaged.</p> <p>The training was excellent. I have more understanding about the curriculum especially the areas that were covered (math, language and literary).</p> <p>I will implement these tools in my lesson planning.</p> <p>I'm so grateful with all the training today. I feel like I can do it at school. Thank you so much.</p> <p>Loved the interaction with other attendees.</p>

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Course Name:	Trainer Was:	Training Was:	Additional Comments:
	Understanding Wonderful		<p>Trainer gave great tips on teaching with Creative Curriculum.</p> <p>Enjoyed the group activities.</p> <p>Made information clear and not overwhelming. Pace was great!</p> <p>Thank you for helping to understand more about TSG. I am sure as time goes on it will become second nature.</p> <p>I have learned a lot and kept engaged. The training was fun and full of strategies that I can implement in the classroom.</p> <p>Learn about how to implement "studies"</p> <p>Learned a lot. Trainer was easy to learn from, great session.</p> <p>This training makes me feel very satisfied and I don't have any questions for now.</p>
<b>104 - Implementing GOLD</b>	<p>Amazing</p> <p>Awesome</p> <p>Competent</p> <p>Energetic</p> <p>Engaging</p> <p>Enthusiastic</p> <p>Excellent</p> <p>Good</p> <p>Great</p> <p>Helpful</p> <p>Inspiring</p> <p>Knowledgeable</p> <p>Supportive</p> <p>Well informed</p> <p>Wonderful</p>	<p>Awesome</p> <p>Engaging</p> <p>Excellent</p> <p>Great</p> <p>Helpful</p> <p>Informational</p> <p>Informative</p> <p>Pleasant</p> <p>Useful</p>	<p>Awesome two days of training. Excited to collaborate with everyone at school.</p> <p>Direct, applicable methods to apply immediately to our teaching.</p> <p>Great information! I look forward to more classes!</p> <p>I feel a lot more comfortable using the TS Gold assessment!</p> <p>I'm very pleased with the trainer's knowledge and my ability to implement GOLD assessment.</p> <p>It will take a long time to implement but I will need additional training to actually use this.</p> <p>It would be useful to have the slides that the trainer has.</p> <p>Material is difficult to implement.</p> <p>Needed more hands-on with the tool. Presenter was good but I feel that T.S. could have provided/allowed more hand-outs, practice log-in. Presenter is only as good as info T.S. allowed. GROW NJ needs to reconsider the number of people and re-offer TS GOLD for Admin. I am not prepared to explain to my staff, and this is NOT a reflection on this presenter.</p> <p>Trainer was very knowledgeable and made the GOLD seem very useful. I am much less overwhelmed and less worried about implementing this program in my school.</p>

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Course Name:	Trainer Was:	Training Was:	Additional Comments:
			<p>Presenter should prepare for each activity ahead of time rather than making us wait. More knowledge about all of it.</p> <p>Presenter was knowledgeable and encouraged us to learn by doing! Thank you!</p> <p>Really good job uncovering lesser known areas.</p> <p>The training will help me when discussing the ASQ-3 screening.</p> <p>Participants were willing to help each other. Also, the presenter ensured everyone understood how to implement GOLD.</p> <p>The training increased my skills. I will use all this information at work, also at my home. Thank you!</p> <p>The trainer did her absolute best to train and prepare us for GOLD. Thank you!</p> <p>The trainer was helpful and easy to listen to. She kept our attention and allowed us to explore and ask questions.</p> <p>The trainer was excellent and made sure you understood everything.</p>
<b>105 - GOLD for Administrators: Interpreting and Using GOLD Report Data</b>			<p>More training on-site GOLD pencil/paper.</p>
<b>106 - Using GOLD Data to Plan Instruction and Communicate Children's Progress</b>	<p>Excellent</p> <p>Good</p> <p>Great</p> <p>Helpful</p> <p>Knowledgeable</p> <p>Wonderful</p>	<p>Active</p> <p>Engaging</p>	<p>Great info on intentional teaching.</p> <p>I enjoyed this training!</p> <p>I was a complete beginner, but gained some knowledge.</p> <p>The presenter was very helpful in helping me with understanding that I need to use another level of planning.</p> <p>Trainer made it very easy to learn about the curriculum.</p>
<b>109 - Implementing GOLD Toolkit: Paper and Pencil Training</b>	<p>Absolute joy</p> <p>Clear</p> <p>Excellent</p> <p>Informative</p>	<p>Amazing</p> <p>Excellent</p>	<p>Fantastic job. Amazing and learned so much.</p> <p>It was an excellent training and I would recommend trainer to others. I have learned an enormous amount of information.</p> <p>Kept our attention and I feel 100% more confident with all the tools I've learned today.</p>

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Course Name:	Trainer Was:	Training Was:	Additional Comments:
			<p>Trainer did a great job and really helped implement everything.</p> <p>Trainer is excellent, and is very versed in the topic area, and offers a great learning experience. Learned a great deal.</p> <p>I learned more in this training that will help me when I go back to school.</p>
<b>110 - Coaching to Fidelity: Infants, Toddlers &amp; Twos Edition (For Directors and Administrators)</b>	Great Thoughtful	Great Helpful Informative	Trainer was overall a thoughtful teacher, her sense of humor made me love the course.
			I am very excited to start using this tool once we have the materials. I feel like this will be very beneficial in the coaching process.
			We learned so much & super excited to implement this tool if it becomes available to us! Funding? Can Grow NJ help?! Thanks
			It would be great if participants could keep one of the tools.
			This was a great training. I feel these materials used with this training are excellent. Purchasing these materials will be costly, but I feel necessary. If there is any further assistance from GNJK I feel this would be an important area to support!!
			Very helpful – need materials.
<b>111 - Coaching to Fidelity: Preschool Edition (For Directors and Administrators)</b>	Amazing Audience-focused Awesome Best Engaging Excellent Great Helpful Informative Knowledgeable Patient Thorough Wonderful	Great Helpful	Cost of the Fidelity Tool Kit and any way to help offset costs of purchasing the kits to use...
			Trainer was great. Best from Teaching Strategies that I have seen.
			Great job!
			I enjoyed this training and would definitely recommend to other administrators. We are not at this point in our center of using this part of GOLD.
			Trainer answered all of our questions and allowed time to discuss concerns honestly with our colleagues in other districts.

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Course Name:	Trainer Was:	Training Was:	Additional Comments:
<b>113 – Responsive Planning in The Creative Curriculum for Infants, Toddlers &amp; Twos</b>	Amazing Great	Great	Everything was clearly explained.
			Trainer was great! Energy and activities were great.
<b>116 - Intentional Teaching in the Interest Areas of The Creative Curriculum for Preschool</b>	Excellent Great Knowledgeable Wonderful		Great job!
			Trainer kept the class moving smoothly and in a timely manner while keeping our attention with her animated presentation skills.
			Presented very well!
			This was a review of previously received training. It was more like a refresher and should be advertised as such. As a refresher the presenter kept the workshop moving.
<b>117 – Supporting Social Emotional Development in The Creative Curriculum for Preschool</b>	Energetic Engaging Funny Great Knowledgeable	Encouraging Engaging Exciting Great Helpful Informative	A time for questions.
			I enjoyed this professional development.
			I really enjoyed this training. I feel more confident.
			Thank you for keeping it real!
			Being a brand new public school teacher, it was great to have this course broken down step-by-step. I can honestly say I am at a better mindset to take on the workload.
			Trainer gave well informed and detailed information I will be able to take back for my colleagues.
<b>118 - Implementing Studies to Promote Inquiry Based Learning in The Creative Curriculum for Preschool</b>		Excellent	
<b>200 - Introduction to the HighScope Preschool Curriculum - Session I</b>	Awesome Engaging Friendly Great Informative Interesting Knowledgeable	Engaging Great Helpful Informative Interactive Nice Nicely planned	This workshop helped give me the guidance and knowledge to successfully implement the HighScope program!
			I learned a lot of tips and practices to implement into the classroom that will very much help in the classroom.
			I really enjoyed getting to learn different things for my classroom. Trainer had amazing examples for my class.
			More time to review the many ways to communicate encouragement vs. praise.
			Thankful for receiving the guides and workbooks!

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Course Name:	Trainer Was:	Training Was:	Additional Comments:
	Professional Superb		Trainer was open to questions and elaborated answers.
<b>201 - Introduction to the HighScope Preschool Curriculum - Session 2</b>	Amazing	Excellent	Excellent job! Thank you for giving my speech language pathologist brain HighScope. This was superb.
	Awesome	Fun	I enjoyed the presenter and appreciated the books received from the trainings.
	Best	Great	I really liked the role cards and reviewing anecdotes.
	Engaging	Hands on	More video clips
	Excellent	Helpful	Presenter kept my interest and I learned a lot.
<b>202 - Introduction to the HighScope Preschool Curriculum - Session 3</b>	Informative	Informative	
	Knowledgeable	Interactive	
	Well prepared	Interesting	
		Understandable	
	Amazing	Educational	More games.
	Engaging	Engaging	
	Excellent	Great	
	Great	Helpful	
	Helpful	Informative	
	Impressive	Interactive	
Knowledgeable	Useful		
Patient			
Relatable			
Thorough			
Wonderful			
<b>203 - Introduction to the HighScope Infant/Toddler Curriculum - Session I</b>	Amazing	Comfortable	Extremely informative, eye opener in awareness of spoken words around the children (be mindful of the way we take our tasks responding to the children).
	Efficient	Exciting	I enjoyed it. Would love to do more.
	Engaging	Fun	The best information you have, to be better.
	Excellent	Good	Thank you for all the information I learned with you. I will use it in my work with children and families.
	Good	Great	
Great	Informative		

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Course Name:	Trainer Was:	Training Was:	Additional Comments:
	Helpful Informative Knowledgeable	Insightful Interactive Interesting	My instructor was very good at explaining everything in detail and I understood everything. I'm even going to use these skills I learned with my own son.
<b>204 - Introduction to the HighScope Infant/Toddler Curriculum - Session 2</b>	Engaging Excellent Great Helpful Relatable Wonderful	Awesome Engaging Helpful OK Perfect	I am able to add new ideas and material to my class.
			Thanks for the information given, we always need to grow in the teaching of our children.
			Trainer helped us to understand concepts, procedures, and kept development indicators.
			Love this training.
			Trainer went above and beyond to encourage all of the schools to participate and get to know one another. Trainer did a great job at helping me gain the knowledge that I need to implement in the classroom.
			Formation of a support system whereby one can reach out and ask questions in doubt of certain execution of processes in a particular classroom.
			Really great ideas to try in the classroom.
			Great ability to make things understandable.
			Thank you to the trainer for all of the information provided.
			Interactive training of practical strategies that can be implemented in the classroom.
<b>205 - Introduction to the HighScope Infant/Toddler Curriculum - Session 3</b>	Awesome Engaging Excellent Great Helpful Patient Understanding	Fun Great Informative	I will be changing my entire class.
			All the information the trainer gave was very useful.
			Useful information
			I like how the trainer showed us how to remake most songs.
			I've learned more than I imagined.
			I love the way the trainer shows concern for our center as well as the staff.
I recommend everyone to join these trainings.			
Ongoing online training would help and keep the momentum for the staff.			

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Course Name:	Trainer Was:	Training Was:	Additional Comments:
	Phenomenal Wonderful		Really great ideas & tips to do in classroom. Thank you for passing all your knowledge to me so I can implement in my classroom. I've learned a lot.
<b>212 – HighScope Numbers Plus: Preschool Advanced Training</b>		Interesting	I got a lot of ideas for small group time. Sessions on art and small/large groups. Would have been very helpful to have samples of the numbers plus available to use.
<b>214 – HighScope Daily Schedules &amp; Routines: Infant/Toddler Advanced Training</b>	Amazing Engaging Great	Enjoyable	Trainer answered all questions with examples! I learned and understand the Creative Curriculum so much better. I can't wait to put it into practice! I feel most of this was covered in the regular HighScope training and would like to see more advanced training in ideas for small groups and process art.
<b>300 - (SPANISH) Creative Curriculum for Infants, Toddlers and Twos - Session 1</b>	Good	Great Helpful Interesting Useful	I really enjoyed the training. Thanks for the training. Thanks for the training in Spanish.
<b>302 – (SPANISH) Creative Curriculum for Preschool – Session 1</b>		Excellent Good	I learned a lot in this curriculum training. To meet again to know if we are doing well.
<b>309 - (SPANISH) ASQ-3 Developmental Screening Tool</b>	Clear "Down to earth" Engaging Excellent Interesting Knowledgeable	Clear Comfortable Excellent Fun Good Illustrative	Thank you, learned a lot. I have learned many new things. The materials were useful. If possible, more classes about this topic. Thank you.

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Course Name:	Trainer Was:	Training Was:	Additional Comments:
	Patient	Informative Interactive Interesting Necessary Useful	It helped me realize the work we do with SE does not stop at the Pre-K4 level but can continue with work in our K-6 afterschool programs. I'll be intentionally planning for this in our program.
<b>503 - ASQ3: Developmental Screening Tool</b>	Clear	Awesome	Trainer encouraged class participation. I like how the trainer checked if everyone understood what was being explained. I enjoyed this training.
	Confident	Beneficial	Assessment for older children
	Engaging	Best	Enjoyed this tool
	Enthusiastic	Enlightening	I am looking forward to putting the materials into use.
	Excellent	Excellent	Trainer focused on real-life application and interaction with parents using program.
	Funny	Good	Gave me enough knowledge where I feel like I can implement this at work.
	Good	Great	This class is very beneficial and will help me to be proactive in the classroom.
	Great	Helpful	It was informative and helpful. Especially the points on how to talk with families about screenings.
	Helpful	Informational	More trainings on having the conversation with parents about the findings (3)
	Informative	Informative	I will use the tools given to me.
	Knowledgeable	Interactive	More examples of children.
	Nice	Interesting	I was very satisfied with everything I learned and was given today. Thank you.
	Passionate	Organized	It would be a great idea to come to centers to speak to parents.
	Purposeful	Thorough	It was useful, enlightening, and took some of the anxiety out of recommendations to parents.
Responsive	Too long	I feel confident that I can write this test!	
Timely	Useful		
Well prepared	Well done		
Well-informed	Well-paced		
Wonderful	Well presented		
	Wonderful		

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Course Name:	Trainer Was:	Training Was:	Additional Comments:
			I am very happy that now I have the knowledge to better approach families about having their child/children screened/evaluated because I have several children in my class that definitely would benefit from this ASQ.
			I learned everything I need to know and I hope I can teach the children about the creative curriculum. I am satisfied with the training.
			I really enjoyed the training. I would incorporate more exercises/scoring practice in the training. Thank you!
			I think a follow up on progress and if we need a refresher course on improvements.
			I will use it to the best of my ability when needed.
			I would have liked to see the different age group ASQ-3 developmental tools. Or receive a copy to review.
			I would like to have spent more time on the scoring questionnaire to gain more confidence.
			I'm happy with my decision to use ASQ-3 in my center.
			It is a multitude of information to take in. It was helpful to have a mock questionnaire and conference. I would have liked a little more hands on experience with another questionnaire.
			The presenter gave great guidelines and useful tools to implement the ASQ.
			Presenter shared great experiences to relate to topics.
			I need more material to practice the screening and to know the schedule of development of the exams in the communities. Thanks.
			Thank you, I am more confident in my everyday teaching since attending the classes.
			The printed slideshow was very helpful and so were all the provided materials.
			Very thorough and easy to follow. Teacher did well explaining and using metaphors to help aid lesson.
			The information presented was informative and made simple.

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## Appendix C: Follow-Up Email Survey – Individual Class Results



### **How will you use what you learned in the training?**

- As a TAS, I will be able to support the staff
- Begin to implement Creative Curriculum
- By helping others that are new to the teaching strategies and going on new trainings.
- Communication with parents
- Incorporate it with my daily routine
- Every day with my students to promote their development in all areas of development
- Give children individual attention
- I don't think this program is good to be honest and it needs a lot of work. Training should be more individualized based on centers.
- I have incorporated more found object projects.
- I will gather more materials like the small books to get parents involved in the process of learning Literature.
- I will have my Teachers apply concepts in classrooms
- I will make sure my child will be able to read before second grade
- I will use it during my home visits... teaching strategies to my families.
- I will use some of the information such as the task cards and materials shown
- I will use this knowledge to support staff of GNJK programs who are using the Creative Curriculum. I will be able to talk with them about what I've observed, knowing the framework, philosophy, expectations and supports available within the curriculum.
- I will use my resources to create more activities and experiences for the children.
- In my everyday duties
- In training other staff and in working with the children and families
- Now I know how to use the cards and hello books.
- Putting the curriculum to work. One-step at a time. Put my observations on paper. Use my observations to guide me.
- Since I am working with infants the majority of the time, I am more aware of my tone of voice, facial expressions and how important routines and nurturing are.
- To assist my head teacher
- To be a better teacher for the children and be able to help the families also.
- To observe children
- Use it in the work place
- Apply it to day while we center
- Work from the creative curriculum

### **What is preventing you from using what you learned in the training?**

- A bit of practice, I believe to effectively learn how to use the rating system.
- The head teacher who is aware of certain techniques but not implementing them effectively
- The training was not very well presented. The information presented was unclear and not really applied to any concrete work. I wish that we would have used some of the information to practice writing actual lesson plans or taken the information and written actual work.
- Understanding how to use the curriculum with each center is different so they should have someone come and show them. Some of us get paid minimum wage to work in daycares and have little to no experience.

### **What was most useful about the training?**

- Creating a responsive environment
- Creating that foundation
- Doing different activities with the mighty minutes
- Everything learned in the training for me was useful and interesting
- Going through the materials and the explication of each material
- Having someone who has been in the classroom to teach this curriculum was fantastic! It was nice to have a peer teach and talk about the curriculum from a personal point of view.
- Having the books and equipment available to look at.
- How it was explained made me understand it better.
- How to plan lesson plans accordingly
- How to use mighty minutes, teaching cards and hello books
- I think the group exercises were very relevant.
- Learning about the mighty minutes and the intentional teaching cards.
- Learning and expiring from someone else's views
- Learning stories different tops each teacher uses in their classrooms.
- Leaving it
- Learning how it works and to use it in my everyday schedule
- Learning how to do the mighty minutes
- More knowledge for my age group that I have now.
- Offer it on a Saturday so that head teachers and lead assistants could attend together and hear the same information at the same time.
- Overall presentation on the first day
- Scoring
- That the instructor got us involved and did actual exercises in order for us to gain a better understanding of what it is to use the curriculum.
- The curriculum
- The use of the objectives for development and learning. These objectives zero in on strategies and give me a better sense of what goals to set and see if the child has accomplished them or others.
- Watching the videos
- Working together to become more familiar with the resources within the books and how to use them was very helpful

### **How can this training be better?**

- A new presenter
- Another training
- Explain more how to use in a childcare center when there are other children in the classroom, not just focusing on examples of one or two children in a classroom at a time.
- I found the second day to be information and scenarios that I was well informed in already. Maybe having the option of attending this one, and offering it for childcare workers and administration by choice.
- I loved the training!
- I really do not know. I was impressed by the trainer and the training
- I really liked how the trainer ran my training session, I don't know how it could be better or more informative because she hit and explained everything.
- I think it had a good balance of active learning, moving around, discussion, and lecture by the presenter.
- I think it is already perfect
- I think it's a great way to teach children!

- I think the training would be better used if the materials would have been explained first, hands on. Then broken down each section. I felt like it was backwards.
- I would have liked to hear more about the research behind the program.
- I would rather have shorter sessions but divided into more days.
- I wouldn't change it, it's good.
- If my trainer from my first session would be my trainer for my second session.
- Incorporating what is more in need of in what we conversed about.
- It was great, no complaints
- It would be great to have an affordable cliff notes version of the curriculum for those of us who love to just have personal references at home.
- Maybe if this training is more long
- No need for improvement
- Perfect the way it is
- That the training was in Spanish
- The professor
- Though we had many hands on and interactive demonstrations and activities, I think I would have liked even more.

## Creative Curriculum for Infants, Toddlers and Twos - Session 2 – 101

<p><b>The training was valuable to me.</b></p>	<p>A horizontal bar chart with a scale from 0 to 14. The y-axis categories are Strongly Disagree, Disagree, Agree, and Strongly Agree. The bars represent the following counts: Strongly Disagree (0), Disagree (0), Agree (13), and Strongly Agree (7).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>Agree</td> <td>13</td> </tr> <tr> <td>Strongly Agree</td> <td>7</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	0	Disagree	0	Agree	13	Strongly Agree	7
Response	Count										
Strongly Disagree	0										
Disagree	0										
Agree	13										
Strongly Agree	7										
<p><b>I can use the training topics in my work with children and families.</b></p>	<p>A horizontal bar chart with a scale from 0 to 7. The y-axis categories are Strongly Disagree, Disagree, Agree, and Strongly Agree. The bars represent the following counts: Strongly Disagree (0), Disagree (1), Agree (6), and Strongly Agree (4).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>1</td> </tr> <tr> <td>Agree</td> <td>6</td> </tr> <tr> <td>Strongly Agree</td> <td>4</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	0	Disagree	1	Agree	6	Strongly Agree	4
Response	Count										
Strongly Disagree	0										
Disagree	1										
Agree	6										
Strongly Agree	4										
<p><b>Before I attended this training, I was already using the training topics in my work with children and families.</b></p>	<p>A horizontal bar chart with a scale from 0 to 7. The y-axis categories are Strongly Disagree, Disagree, Agree, and Strongly Agree. The bars represent the following counts: Strongly Disagree (0), Disagree (2), Agree (6), and Strongly Agree (1).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>2</td> </tr> <tr> <td>Agree</td> <td>6</td> </tr> <tr> <td>Strongly Agree</td> <td>1</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	0	Disagree	2	Agree	6	Strongly Agree	1
Response	Count										
Strongly Disagree	0										
Disagree	2										
Agree	6										
Strongly Agree	1										
<p><b>After the training, I can use the training topics in my work with children and families.</b></p>	<p>A horizontal bar chart with a scale from 0 to 6. The y-axis categories are Strongly Disagree, Disagree, Agree, and Strongly Agree. The bars represent the following counts: Strongly Disagree (0), Disagree (0), Agree (4), and Strongly Agree (5).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>Agree</td> <td>4</td> </tr> <tr> <td>Strongly Agree</td> <td>5</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	0	Disagree	0	Agree	4	Strongly Agree	5
Response	Count										
Strongly Disagree	0										
Disagree	0										
Agree	4										
Strongly Agree	5										
<p><b>How often will you use what you learned in the training?</b></p>	<p>A horizontal bar chart with a scale from 0 to 12. The y-axis categories are Never, Sometimes, Often, and Very Often. The bars represent the following counts: Never (0), Sometimes (2), Often (11), and Very Often (7).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Never</td> <td>0</td> </tr> <tr> <td>Sometimes</td> <td>2</td> </tr> <tr> <td>Often</td> <td>11</td> </tr> <tr> <td>Very Often</td> <td>7</td> </tr> </tbody> </table>	Response	Count	Never	0	Sometimes	2	Often	11	Very Often	7
Response	Count										
Never	0										
Sometimes	2										
Often	11										
Very Often	7										
<p><b>Is there anything stopping you from using what you learned in the training?</b></p>	<p>A horizontal bar chart with a scale from 0 to 20. The y-axis categories are No and Yes. The bars represent the following counts: No (19) and Yes (1).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>19</td> </tr> <tr> <td>Yes</td> <td>1</td> </tr> </tbody> </table>	Response	Count	No	19	Yes	1				
Response	Count										
No	19										
Yes	1										

### **How will you use what you learned in the training?**

- Although the trainer was awesome and lovely none of the trainers I have gone to in the last year ever actually cover the curriculum. They discuss Gold and the progression chart etc. but never the actual curriculum ex: teacher training cards, ideas for lesson plans.
- Apply to in my class
- Applying all when/where applicable
- As a technical assistant specialist I will be able to better help assist the teachers with implementing activities for their lesson planning
- Bringing family into the center more
- For everyday situations
- Formatting lessons, tools in book
- I will implement with my peers and I will use what I learn by using it consistently
- I will make sure everything I learned is reinforced and enhanced by the creative curriculum.
- I will use the information about the conferences.
- Interacting more with the parents
- It will be implemented within the classroom. We are taking one-step at a time.
- Just every day, make some of the practices part of the daily routine.
- The importance of getting the families involved
- To ensure that I am a more effective and efficient teacher by incorporating the strategies learned
- To help kids & parents
- To inform families
- We have to include the family and their culture
- Will implement what was learned as much as possible

### **What is preventing you from using what you learned in the training?**

- I would actually need the training in the curriculum to be able to use

### **What was most useful about the training?**

- Although most of the information was review, the training brought it to my awareness again.
- Discussing use of books and materials
- Everything
- Getting the views of other centers and how they work
- How the program works
- Learn more about ASQ
- Learning new info and refreshing memory about info already known
- Promote the best environment possible for the children
- Responsive planning
- Teaching
- That we were able to talk a little about the program.
- The books and print outs
- The feedback from the other people taking the class.
- The group activities because everyone had different ideas and points of view.
- The whole 2 day class was useful
- The learning cards, mighty minutes, learning games.
- The second day of training, learning about the importance of the social and emotional growth of a child.
- The sharing of experiences and other ways that the creative curriculum may be utilized
- The trainer was absolutely lovely but curriculum was not covered

### **How can this training be better?**

- Can't think of any way
- I think the trainings went well
- If there was consistency among the trainers (Example: the trainer for session 1 is the same trainer for session 2.)
- I'm not sure
- More days
- More handouts
- More locations, it was a far drive
- Please the hours, too long
- The training couldn't have been better, both instructors were awesome.
- Thought training was good
- Train us in ideas from the actual training cards. The Creative curriculum is overwhelming and no real curriculum is actually discussed.
- Understand it more
- We need people who are or have just left classroom teaching to teach these curriculum classes. It helps talking to someone who has actually used this every day in the classroom.

## Creative Curriculum for Preschool - Session 1 – 102

<p><b>The training was valuable to me.</b></p>	<p>A horizontal bar chart with four categories: Strongly Disagree (4), Disagree (0), Agree (35), and Strongly Agree (32). The x-axis ranges from 0 to 40.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>4</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>Agree</td> <td>35</td> </tr> <tr> <td>Strongly Agree</td> <td>32</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	4	Disagree	0	Agree	35	Strongly Agree	32
Response	Count										
Strongly Disagree	4										
Disagree	0										
Agree	35										
Strongly Agree	32										
<p><b>I can use the training topics in my work with children and families.</b></p>	<p>A horizontal bar chart with four categories: Strongly Disagree (2), Disagree (0), Agree (26), and Strongly Agree (32). The x-axis ranges from 0 to 35.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>2</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>Agree</td> <td>26</td> </tr> <tr> <td>Strongly Agree</td> <td>32</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	2	Disagree	0	Agree	26	Strongly Agree	32
Response	Count										
Strongly Disagree	2										
Disagree	0										
Agree	26										
Strongly Agree	32										
<p><b>Before I attended this training, I was already using the training topics in my work with children and families.</b></p>	<p>A horizontal bar chart with four categories: Strongly Disagree (0), Disagree (2), Agree (7), and Strongly Agree (2). The x-axis ranges from 0 to 8.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>2</td> </tr> <tr> <td>Agree</td> <td>7</td> </tr> <tr> <td>Strongly Agree</td> <td>2</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	0	Disagree	2	Agree	7	Strongly Agree	2
Response	Count										
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<p><b>How often will you use what you learned in the training?</b></p>	<p>A horizontal bar chart with four categories: Never (0), Sometimes (5), Often (30), and Very Often (36). The x-axis ranges from 0 to 40.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Never</td> <td>0</td> </tr> <tr> <td>Sometimes</td> <td>5</td> </tr> <tr> <td>Often</td> <td>30</td> </tr> <tr> <td>Very Often</td> <td>36</td> </tr> </tbody> </table>	Response	Count	Never	0	Sometimes	5	Often	30	Very Often	36
Response	Count										
Never	0										
Sometimes	5										
Often	30										
Very Often	36										
<p><b>Is there anything stopping you from using what you learned in the training?</b></p>	<p>A horizontal bar chart with two categories: No (62) and Yes (9). The x-axis ranges from 0 to 70.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>62</td> </tr> <tr> <td>Yes</td> <td>9</td> </tr> </tbody> </table>	Response	Count	No	62	Yes	9				
Response	Count										
No	62										
Yes	9										

## How will you use what you learned in the training?

- At work/classroom (2)
- Beginning in September
- By creating a positive environment and better learning for my children.
- By making the question of the day interesting to my students to start the day.
- By positive encouragement for each child
- Do talk about the children
- During morning meeting
- Every day I will implement the new techniques learned and utilize the materials given.
- Gold everyday
- Have already begun implementing the tools I learned.
- I can use what learned when I am with the children in a small group or one on one.
- I feel I am better equipped to execute the curriculum studies as they were meant to be explored.
- I feel more confident about using the creative curriculum than I did before the training. I don't feel overwhelmed.
- I have been using creative curriculum.
- I like the pre-written letters to parents.
- I will be able to effectively use the mighty minutes, intentional teaching cards and book discussion cards.
- I will begin to implement the curriculum.
- I will help the teachers implement this in their classrooms.
- I will implement certain topics into the structure of the day.
- I will incorporate it daily
- I will know better how to use the units
- I will make more conscious decisions when planning.
- I will use all the different studies throughout the school year to teach the kids
- I will use it daily
- I will use the curriculum kit resources more but will also find a way to adapt them for my class with greater confidence.
- I will use them more effectively
- I will use what I learned in the training when I start planning for the children.
- I will work with the teacher more effectively since now I also have undergone some of the training she has had. Also, I learned some ways to make transitions easier.
- Implement creative curriculum during my school day and classroom (2)
- Implement curriculum (3)
- Implement during lesson planning
- Implement it in my everyday lessons (2)
- Implementing the techniques learned about the lessons with the students.
- In my classroom to help with the development of children
- In my everyday practices in the classroom
- In our daily schedule (2)
- In rolling Creative Curriculum out in our classrooms, assisting my staff with getting familiar with the materials.
- Incorporate learning in every part of the day
- Lesson planning and tracking children's progress
- Projecting it in teaching every day
- Put it to work
- Rearrange my classroom to fit the needs of students and areas
- Share with other teachers
- Start to implement creative curriculum into the school
- Support my teachers as they implement
- Teachers are using the curriculum. Now I am also familiar with the program.
- That each child learns at different paces and to build from that
- The same way I was before
- This will help me with my teaching

- Through daily activity
- To assist teachers with the lesson planning and the overall curriculum
- To better implement the curriculum
- To help support centers/staff that use creative Curriculum
- To implement the new curriculum, set up the interest areas in my classroom and the physical set up of my classroom
- To make the materials work for me and add to the classroom experience.
- Using the study guide books but moving and changing days around if need be to fit the interest of my students.
- With help and support from peers. Also reviewing by looking at the curriculum books

### **What is preventing you from using what you learned in the training?**

- Although the curriculum addresses students with varying needs a little bit, I'd like to see examples of how an inclusion class with half special needs students uses Creative Curriculum. When video examples are shown at the training, it's typically small groups and students with skills beyond what most of my students demonstrate.
- I am working as an Aide and must follow the Teacher's lead.
- I could have answered the question with a No, just as easily. As I stated 2 questions ago for the most part I can only do as I'm told not much room for creativity. I will do the things I learned as best as I can in a small group or with individuals.
- My entire center is not trained and I do not have access to websites with CC
- Need to purchase the kit and have more knowledge of how to use creative curriculum in the school
- Support
- We don't use the curriculum in school. Just Gold for assessments.
- We have not purchased the curriculum yet
- We need the Creative Curriculum Kit. We were issued High Scope Curriculum however there wasn't any training available.

### **What was most useful about the training?**

- All
- All of the strategies were great!
- Already asked. Redundant question (2)
- Being able to incorporate the themes throughout the learning areas
- Best way to set up classrooms
- Energy level of presenter
- Everything (2)
- Everything I learned from this training is useful
- Everything-can't pinpoint one specific area
- Every aspect of the training was valuable, just wish we could get the Curriculum Package!
- Explanation of how to implement curriculum.
- Getting familiar with the philosophy and teaching methods of the curriculum
- Hands on
- Hands on use of materials was great
- Having a hands on experience with the materials given to use through Creative Curriculum.
- Having a trainer that was very helpful
- Having materials to see and use
- Having samples (the foundations book, read aloud, etc.) of what is in the kit to actually hold and look at for examples
- How to approach these learners
- How to implement it in my class
- How to implement the curriculum at the start of the school year

- How to use and develop studies.
- I learned how to effectively plan for the school year.
- Instructor used examples with us and we shared our experiences too.
- It taught me different methods I can use each day
- Trainer was an amazing instructor. I wish she was able to teach part 2.
- Just getting refreshed on CC
- Knowledge of the kit
- Learning (2)
- Learning how to be incorporate the curriculum into the classroom.
- Learning how to use the CC (2)
- Learning how to use and utilize the materials and how to implement it.
- Mighty minutes
- Trainers' personal experiences to relate to
- Planning
- Reviewing Gold
- Seeing how it's all laid out for me
- Setting up and maintaining the physical environment
- Spending time with my co teacher and being able to plan for the school year
- Talking different situations out like classroom scenarios, getting into groups.
- The ability to explore materials from the curriculum.
- The breakdown of the materials
- The entire training is useful.
- The hands on activities
- The instructor was very clear and helpful
- The instructor was very good
- The opportunity to work with others in the field.
- The overall review
- The presenter and the location
- The second day of the training was the most beneficial for my staff.
- The technical
- The way the instructor presented
- There was nothing more useful than the other. All of it was.
- The way the trainer explained the entire curriculum. She kept me engaged for 2 days! She loves the curriculum. She made you feel her love for what she does.
- Working in groups to come up with many answers
- Working with fellow educators

### **How can this training be better?**

- Actually having the Curriculum to work with!
- Better use of space. It was too small for proper group work
- Day one is a wash - we do not need to know why the curriculum is great and important. Just dive in. Also, just because there are seven groups in the class doesn't mean we need to do 7 examples. We got it after the first two groups! Way too long. Make the groups bigger or just pick a couple different groups to present each time.
- Don't change anything
- Everything was on point
- Get more into the topics- how can they last a month, weeks
- Have trainer do the second half of the training. She was very informative and knowledgeable. Her experiences really helped us connect with the training.
- I would have appreciated more time spent on practical plans for class. More ideas on implementing curriculum.
- I'd appreciate training on using the curriculum in a classroom with multiple and significant varying special education needs.
- If teams from the same center can participate together

Half-Year Report: July to December 2018

Rutgers School of Social Work, Institute for Families, Grow NJ Kids Training Services

- It can't
- It met all my needs
- It was already better
- It was good
- It was overall successful
- It was perfect
- It was pretty good
- It was very good
- Just need some more ideas on how to manage some behaviors, but that's probably not even part of the curriculum.
- Make it more relevant to teachers and how they can include it in their classroom. Not just explaining what comes in the kit.
- Maybe having more group discussions.
- More hands on and more videos on seeing the curriculum being used
- More of it, afterwards
- More resources such as books
- More time spent on how to effectively implement the curriculum.
- More video examples
- More time for lesson planning
- Not having another training it's hard to say, however from what I've been told she will not be doing the second part of the training. So have her do the second part for consistency.
- Not sure, shorter days.
- Nothing
- One girl showed up only the one day, and received the certificate for 12 hours. This makes everyone else feel like they don't need to go for two full days. It made me extremely aggravated.
- Private Centers and Public Schools have different regulations so it is important that the participants are aware of such regulations.
- Provide books
- Shorter
- Start earlier
- Start with the lesson planning and then materials that are used
- The instructor was quite late the first day but then hinted she may not take a participant the next day that was late. NOT OK.
- The training was fine for what it is. It was a little annoying to be taught how to teach from a box when I have spent quite a bit of time and money getting my degrees and certifications. I appreciate the theory and research aspect, and the planning suggestions are helpful, but quite honestly the materials send the message that there are only 5 acceptable topics that EC teachers should be concerned with, when we all know that teaching strategies are going to keep on churning out new investigations to keep the machine going. It's a tad insulting.
- There could be more time to show how teachers are using these materials in the classroom.
- There was nothing I would change about the teacher I had or the way she taught us.
- Trainer was great!
- Useful for students with disabilities

## Creative Curriculum for Preschool - Session 2 - 103

<p><b>The training was valuable to me.</b></p>	<p>A horizontal bar chart with four categories: Strongly Disagree, Disagree, Agree, and Strongly Agree. The x-axis ranges from 0 to 20 with increments of 5. The bars represent the following counts: Strongly Disagree (1), Disagree (2), Agree (8), and Strongly Agree (15).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1</td> </tr> <tr> <td>Disagree</td> <td>2</td> </tr> <tr> <td>Agree</td> <td>8</td> </tr> <tr> <td>Strongly Agree</td> <td>15</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	1	Disagree	2	Agree	8	Strongly Agree	15
Response	Count										
Strongly Disagree	1										
Disagree	2										
Agree	8										
Strongly Agree	15										
<p><b>I can use the training topics in my work with children and families.</b></p>	<p>A horizontal bar chart with four categories: Strongly Disagree, Disagree, Agree, and Strongly Agree. The x-axis ranges from 0 to 14 with increments of 2. The bars represent the following counts: Strongly Disagree (0), Disagree (0), Agree (7), and Strongly Agree (12).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>Agree</td> <td>7</td> </tr> <tr> <td>Strongly Agree</td> <td>12</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	0	Disagree	0	Agree	7	Strongly Agree	12
Response	Count										
Strongly Disagree	0										
Disagree	0										
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Strongly Agree	12										
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<p><b>How often will you use what you learned in the training?</b></p>	<p>A horizontal bar chart with four categories: Never, Sometimes, Often, and Very Often. The x-axis ranges from 0 to 14 with increments of 2. The bars represent the following counts: Never (1), Sometimes (1), Often (13), and Very Often (11).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Never</td> <td>1</td> </tr> <tr> <td>Sometimes</td> <td>1</td> </tr> <tr> <td>Often</td> <td>13</td> </tr> <tr> <td>Very Often</td> <td>11</td> </tr> </tbody> </table>	Response	Count	Never	1	Sometimes	1	Often	13	Very Often	11
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Sometimes	1										
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<p><b>Is there anything stopping you from using what you learned in the training?</b></p>	<p>A horizontal bar chart with two categories: No and Yes. The x-axis ranges from 0 to 25 with increments of 5. The bars represent the following counts: No (23) and Yes (3).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>23</td> </tr> <tr> <td>Yes</td> <td>3</td> </tr> </tbody> </table>	Response	Count	No	23	Yes	3				
Response	Count										
No	23										
Yes	3										

### **How will you use what you learned in the training?**

- 50 percent
- At my new center for my preschool 3 classroom
- Better understanding to help strengthen my ability to utilize the CC materials and professional development models in the classroom
- By using the Goal.
- Cookie sheet, calendar patterns
- Daily classroom activities as well as giving info to parents
- During planning time!
- Family/Classroom connections and small group times with students
- Help our preschool teachers implement better math and literacy strategies
- Help teachers implement the curriculum
- I can work with children in each center in an organized fashion to promote learning. The practice of allowing only a certain amount of children per center helps to create an organized less chaotic environment.
- I use the information during coaching and with meetings with teachers.
- I will continue to do what I was doing. The training was not very helpful.
- I will document more.
- I will use the training to be a more effective and influential teacher.
- Implement in planning lesson plan; small group activities
- Implement the information.
- In the classroom
- Make more conscious choices when planning lessons for my students. Be more aware of the language I am using in the class. Provide more age appropriate opportunities and resources to help my students prosper and grow.
- Resources
- Through better communication in monthly newsletters circling around the curriculum and what the children will be learning and sharing with the family
- To improve my observations of the classrooms.

### **What is preventing you from using what you learned in the training?**

- I do not work in the classroom.
- I would like more training.
- Really only that I am the aide. Must follow teacher's lead.

### **What was most useful about the training?**

- Being able to go over the material provided in the curriculum. Also listening to fellow students and their perspectives of how the children should be taught.
- Discussion with other people about their experiences with creative curriculum.
- Discussions
- Everything was useful (2)
- Great interaction and networking; very helpful to interact with colleagues from other districts.
- Group activities
- How to use the lesson plan
- Information in general
- Interactions and receiving valuable information.
- Interactions/sharing experiences with my peers and other attendees
- It clearly defined what to do with our resources
- Language and literacy
- Resources
- Speaking with other professionals

- The idea of incorporating learning in all aspects of our centers.
- The instructor was friendly and she answered my questions.
- The multi discipline approach, hands on activities, computer (PowerPoint), and lecture.
- The relevance of my new job at a different center, vs working in an infant room.

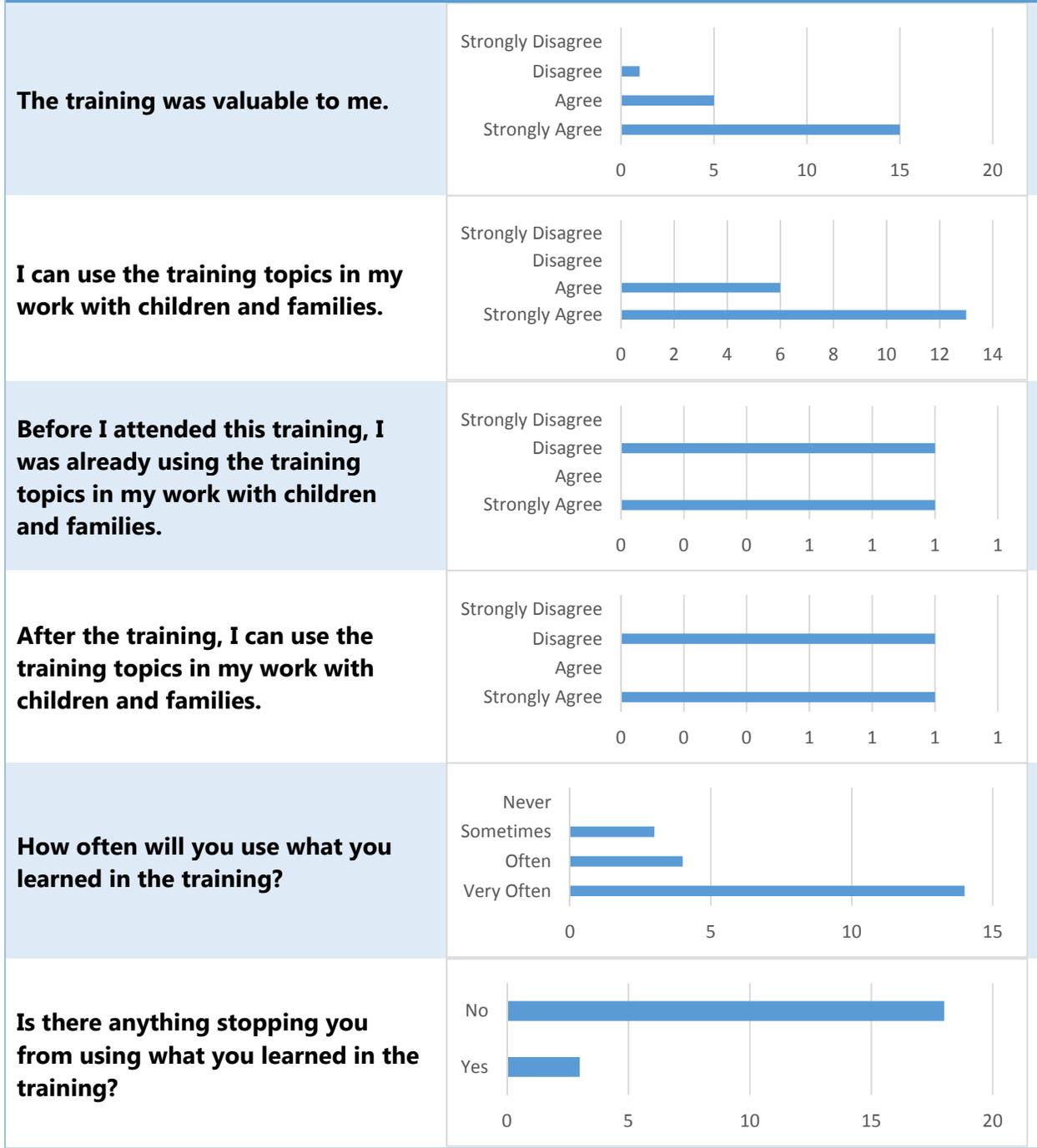
- The trainer was very good
- The trainer was very thorough with how to do the lessons and use the materials in the Creative Curriculum kit
- The training was basically reading over our manuals and summarizing the material.
- Very well planned and covered all of our questions

### **How can this training be better?**

- Closer locations. Shorter time
- Further investigation into books from teaching strategies
- Have a larger classroom conducive for group work
- Maybe just more examples of how it is used by actual teachers.
- Maybe real classroom settings.
- Maybe some hand outs
- More details about using GOLD but that may be another training that I need to attend.
- More discussion and Q & A would be helpful.

- More training
- Nothing because the trainer was very good at the topic
- Overall the training was excellent.
- Presentation was excellent
- Shorter sessions with more hands on
- The room arrangement/set up
- The training was beneficial but the presenter is what makes the information more easily absorbed. Trainers need to be experts in their field to sell the product.
- Very good

## Implementing GOLD - 104



### **How will you use what you learned in the training?**

- Assessing my children in the public school special education category
- Doing observations
- Every day in my classroom when observing the students
- I am now comfortable with implementing the gold assessment in my classrooms.
- I will think of what I learned and put it to use assessing the children in my classroom or center.
- I will use it in the classroom to take anecdotal notes and to record where each child lies in the 38 objectives.
- I will use it when doing the Gold assessments on my children and when discussing these assessments with their families.
- I will use this information as part of my program's curriculum and in addition have knowledge to effectively work and guide my team of teachers as they navigate through this tool.
- I will use what I learned in the training in the classroom when I am engaging with the students.
- I will use it more to my advantage to help me measure the children's growth.
- Implement lesson plans through gold
- In the classroom to take anecdotes
- Making better lesson plans from my observations
- My school needs to start recording observations on Jan. 2. Now I have an idea of where to start, I do not feel so overwhelmed.
- Not sure yet
- To the best of my ability for the better studying of my students for the advantages.
- Turnkey what I've learned to my staff.
- When using gold I will use the strategies given.
- When working with the teachers

### **What is preventing you from using what you learned in the training?**

- I do not have a teaching strategies login for Gold.
- Trainer, while a lovely individual, didn't really teach us anything. I learned more on the teaching strategies website and reading the manual.
- We have not implemented it yet.

### **What was most useful about the training?**

- Everything was beneficial to my work
- Getting the app on my smartphone
- Great discussions and trainer
- Having a very knowledgeable instructor who engaged us in hands on materials and practice.
- How to actually use all the features gold offers
- I guess it was an introduction
- Judging
- Learning about how gold is with child development
- Learning how to properly use the site
- Lesson plans
- Met nice people
- Practicing scoring anecdotes and comparing them to the master scorers and to our peers and having discussions about the reasons why.
- Recording the daily observations in relation to the objectives

- The information presented was all useful.
- The knowledgeability of the instructor and learning from the other center that also participated in the training.
- The presenter made GOLD very accessible and user friendly.
- The scale and where children fall on the color beam.
- The teacher was very helpful with navigating through the computer.
- The time we spent navigating through the website and app.

### **How can this training be better?**

- Additional training on the same topic. The presenter was fantastic, I would love to attend another workshop with the same facilitator.
- By helping parents get better educated on how important it is for their child's development.
- In-house would be better. All teaching staff will be able to receive the same training at the same time.
- Instead of shoving it into 2 days it should be at least 3 days
- Instead of so many power point screens they should be on paper so we can take it with us
- It was actually perfect.
- It was good as it is
- It was great!
- It was well organized
- Make more useful for public school special education teachers - how to adapt the widely held expectations to best suit those with special needs and learning differences.
- More time to play with the system with the trainer there to help and guide.
- More time with the on-line tool. I took the on-line version not the paper/pencil version for a reason.
- Nothing at all can make this training better. It was the best I had!
- One day
- The trainer was exceptional.
- This training can be better by having the PowerPoint handed out.

## GOLD for Administrators: Interpreting and Using GOLD Report Data – 105

<p><b>The training was valuable to me.</b></p>	<p>A horizontal bar chart with a scale from 0 to 2. The y-axis categories are Strongly Disagree, Disagree, Agree, and Strongly Agree. A blue bar extends from 0 to 1 on the x-axis, corresponding to the 'Agree' category.</p>
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<p><b>Is there anything stopping you from using what you learned in the training?</b></p>	<p>A horizontal bar chart with a scale from 0 to 1. The y-axis categories are No and Yes. A blue bar extends from 0 to 1 on the x-axis, corresponding to the 'No' category.</p>

### How will you use what you learned in the training?

- To help teachers write conference forms using developmental data and observations.

### What was most useful about the training?

- Getting into GOLD to see how it works.

### How can this training be better?

- Stick to the session description.

## Using GOLD Data to Plan Instruction and Communicate Children's Progress – 106

<p><b>The training was valuable to me.</b></p>	<p>A horizontal bar chart with a scale from 0 to 2. The y-axis categories are Strongly Disagree, Disagree, Agree, and Strongly Agree. A blue bar extends from 0 to 1 on the x-axis, corresponding to the 'Agree' category.</p>
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### How will you use what you learned in the training?

- Put it to use in the classroom every day

## GOLD Toolkit – Implementing GOLD Toolkit: Paper and Pencil Training – 109

<p><b>The training was valuable to me.</b></p>	<p>Strongly Disagree Disagree Agree Strongly Agree</p> <p>0 1 2 3 4</p>
<p><b>I can use the training topics in my work with children and families.</b></p>	<p>Strongly Disagree Disagree Agree Strongly Agree</p> <p>0 1 2 3 4</p>
<p><b>How often will you use what you learned in the training?</b></p>	<p>Never Sometimes Often Very Often</p> <p>0 1 2 3 4</p>
<p><b>Is there anything stopping you from using what you learned in the training?</b></p>	<p>No Yes</p> <p>0 1 1 2 2 3 3 4</p>

### How will you use what you learned in the training?

- I am starting to build portfolios for each child in my classroom and will try to implement the paper and pencil assessment.
- I see it as easier and have more understanding.
- I will use the information to assist my teacher in the classroom assessment.

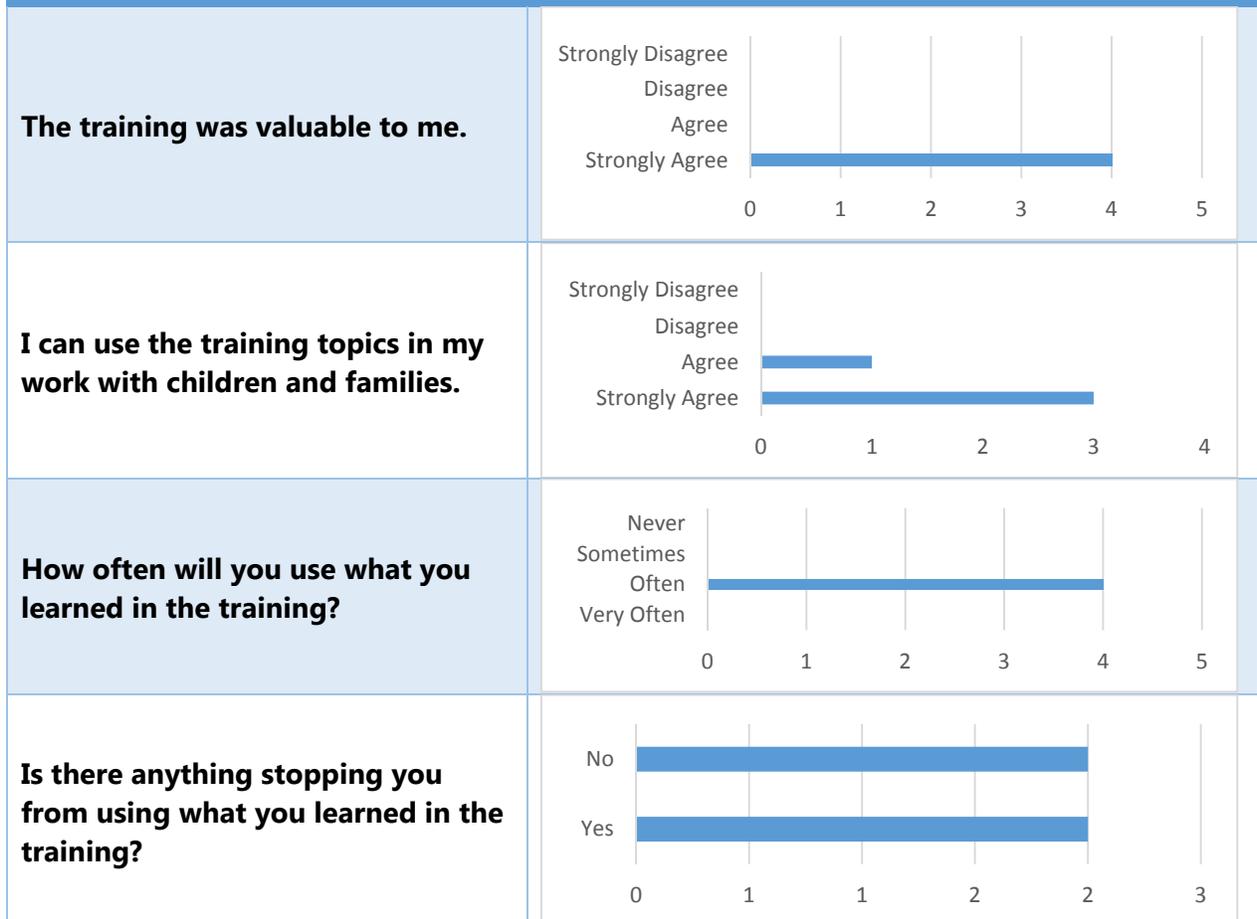
### What was most useful about the training?

- Learning what I did (I am starting to build portfolios for each child in my classroom and will try to implement the paper and pencil assessment). It was also helpful to write anecdotes and then go over them.

### How can this training be better?

- I feel prepared and ready to implement the assessment. I can't think of anything that would have improved it.

## Fidelity Coaching IT2s – Coaching to Fidelity: Infants, Toddlers, and Twos – 110



### How will you use what you learned in the training?

- Hope our center purchases the tool kit
- Observe and coach teachers, help with their confidence and skills
- To coach teachers

### What is preventing you from using what you learned in the training?

- Buying the materials and the cost of the materials!!
- I do not have and cannot afford the book and materials

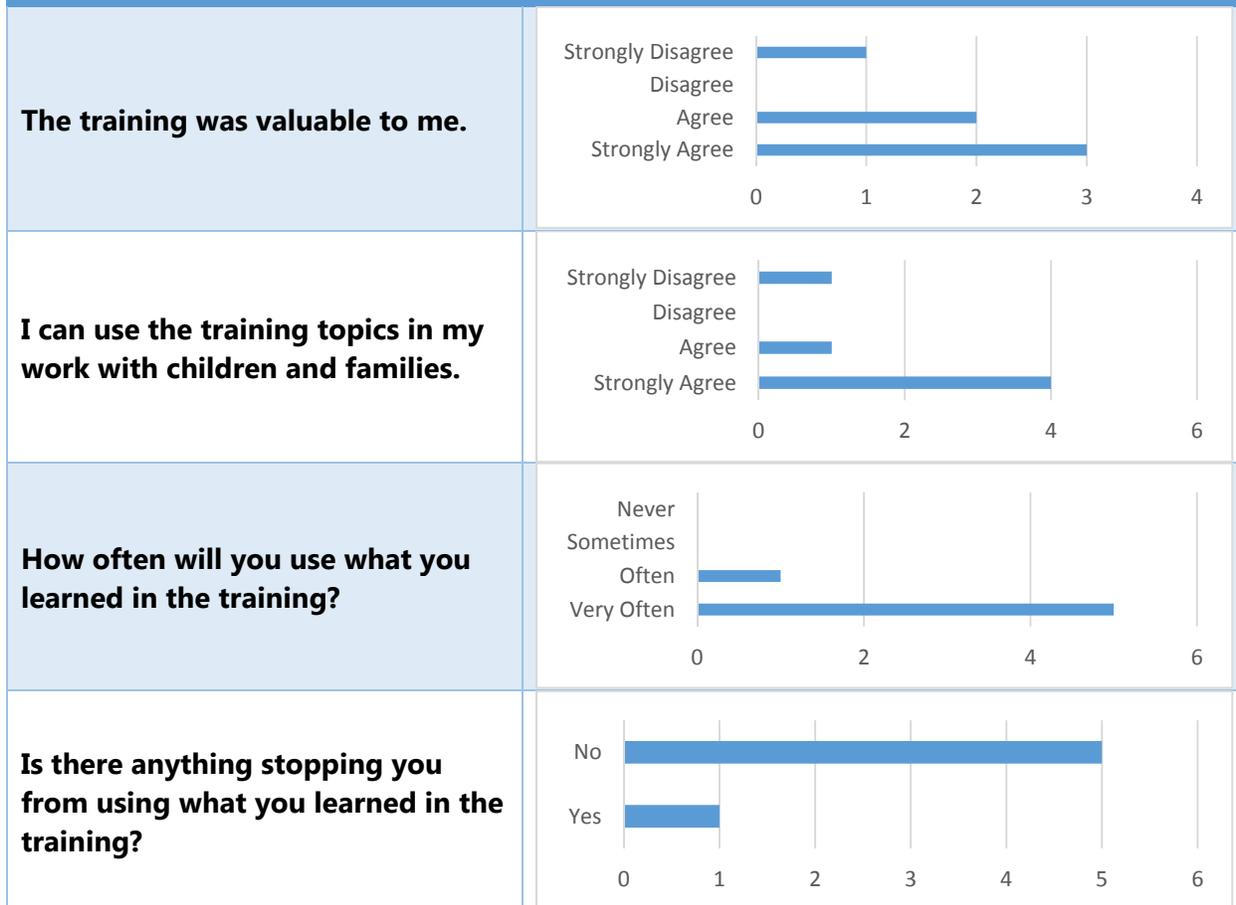
### What was most useful about the training?

- Approaching supervision differently
- Learning how to explain to and coach the teachers
- Small group, going page by page with the tool, relating to real world examples

### How can this training be better?

- This was outstanding. Trainer is incredible.
- It was good

## Fidelity Coaching Preschool – Coaching to Fidelity: Preschool Edition – 111



### How will you use what you learned in the training?

- Coaching teachers
- Get the supervisors trained so they know exactly how to coach
- I will work with each teaching team to set a baseline using the Fidelity tool and to use it to support coaching, professional development, and program improvement.
- To help teachers to enhance their skills.

### What is preventing you from using what you learned in the training?

- Time

### What was most useful about the training?

- Connecting the materials together.
- Introduction to coaching to fidelity
- Providing administrators with tools to better support teachers
- Step by step approach so it isn't overwhelming
- The trainer presented the information in an enthusiastic and knowledgeable fashion which engaged the attendees both days.

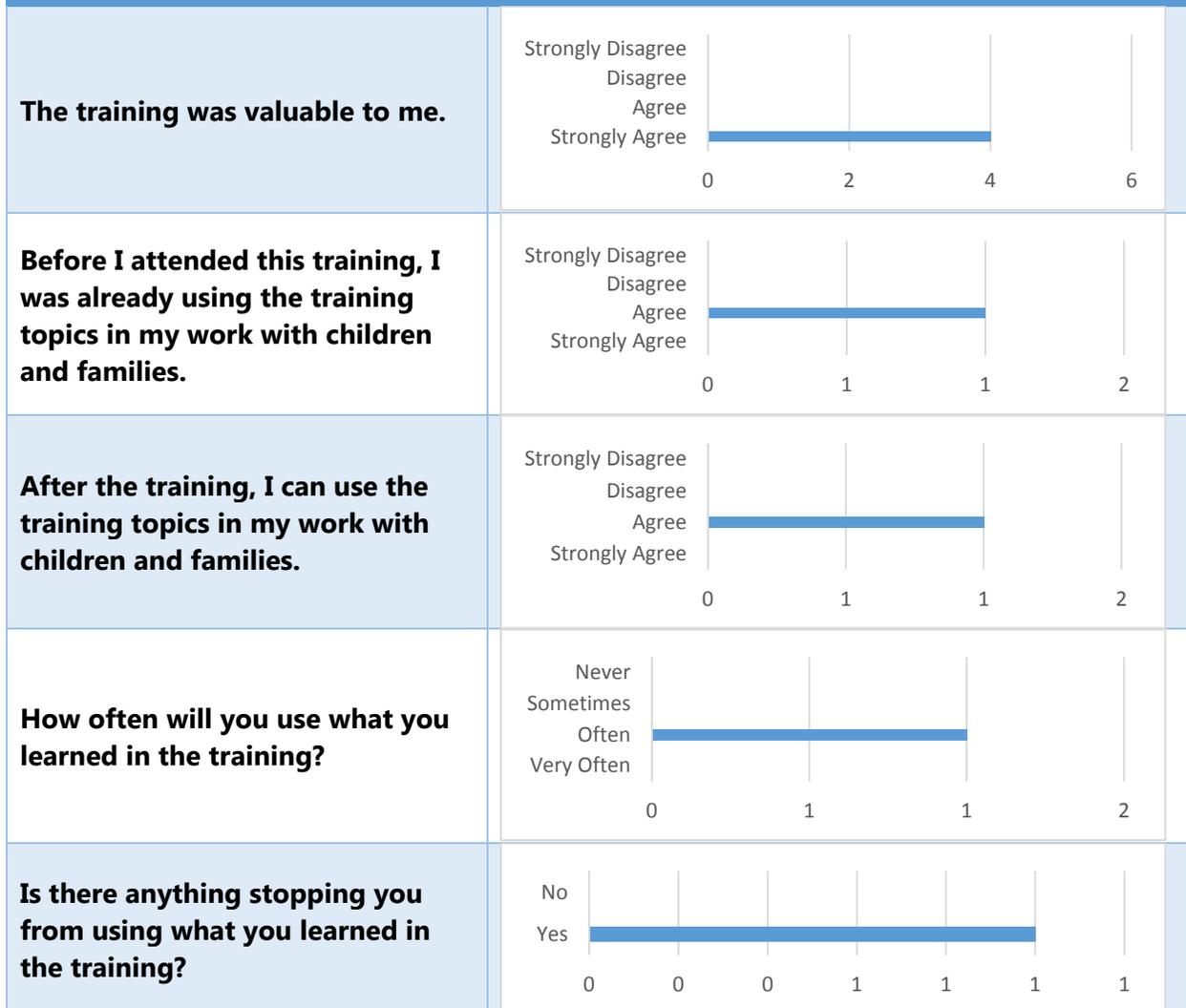
### How can this training be better?

- Don't pair up with partners for everything
- If the presenter was able to provide a power point

Half-Year Report: July to December 2018

Rutgers School of Social Work, Institute for Families, Grow NJ Kids Training Services

## Routines in The Creative Curriculum for Infants, Toddlers & Twos – 113



### How will you use what you learned in the training?

- To be more flexible

### What is preventing you from using what you learned in the training?

- Material

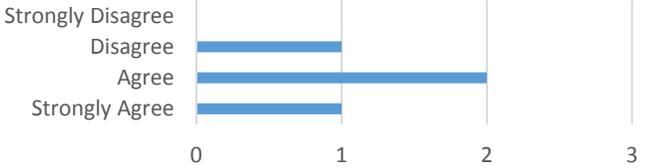
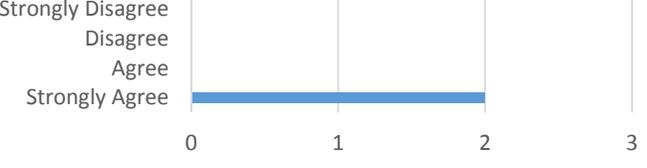
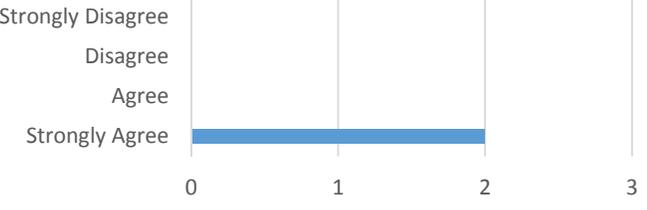
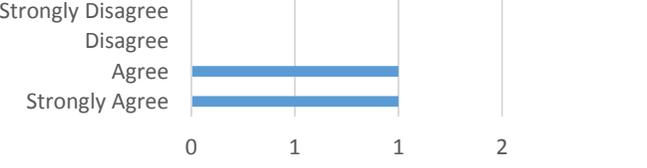
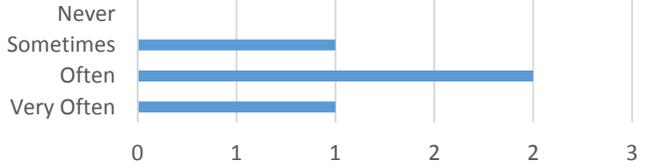
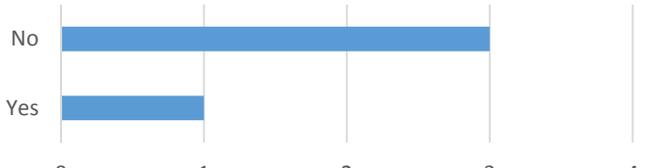
### What was most useful about the training?

- This training confirms what I love to do, and provided me with more ideas to be the best teacher.

### How can this training be better?

- Maybe a refresher every six months.

## Intentional Teaching in the Interest Areas of The Creative Curriculum for Preschool – 116

<p><b>The training was valuable to me.</b></p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>1</td> </tr> <tr> <td>Agree</td> <td>2</td> </tr> <tr> <td>Strongly Agree</td> <td>1</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	0	Disagree	1	Agree	2	Strongly Agree	1
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Yes	1										

### **How will you use what you learned in the training?**

- Implementing in my own style what I learn and review there. Most of the time it's good to listen to other ways of teaching. We are always needing more training and to learn how other teachers use their knowledge to reach their students. I never know it all!
- In planning my lesson for the day.
- This was a refresher that reminds us of what we should be doing.

### **What is preventing you from using what you learned in the training?**

- The school that I am in now does not have all the materials since it's very expensive.

### **What was most useful about the training?**

- All
- The collaboration among peers.
- The techniques used.
- The time it was scheduled.

### **How can this training be better?**

- Could be shorter
- It should be more clearly billed as a refresher course; so much of the basic info need not be reviewed.
- It was very good.
- The collaboration among peers

## Supporting Social Emotional Development in The Creative Curriculum for Preschool – 117



### **How will you use what you learned in the training?**

- Engaging with the children
- I plan to use some of the resources from the website provided to support students in the classroom.
- I will turn key the information to my staff.
- Putting it in place in my own classroom and sharing the resources with my team.
- To support the social and emotional development of the children. Each child learns differently and I may have to modify my lesson plans in order for each child to thrive.
- When working with the teachers

### **What was most useful about the training?**

- Collaborating with staff from other districts
- Everything I think is beneficial to my position
- Having it in the beginning of the year
- Learning different approaches and reinforcing what we have been using
- The website resources

### **How can this training be better?**

- A little bit more movement
- Great training
- It was fine

## Introduction to the HighScope Preschool Curriculum - 200, 201, 202

<p><b>The training was valuable to me.</b></p>	<p>A horizontal bar chart with a scale from 0 to 15. The y-axis categories are Strongly Disagree, Disagree, Agree, and Strongly Agree. The bars represent the following counts: Strongly Disagree (1), Disagree (0), Agree (2), and Strongly Agree (14).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>Agree</td> <td>2</td> </tr> <tr> <td>Strongly Agree</td> <td>14</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	1	Disagree	0	Agree	2	Strongly Agree	14
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Response	Count										
No	15										
Yes	3										

### **How will you use what you learned in the training?**

- By editing my daily routine
- By implementing in my Daily Plan
- I have rearranged my classroom. My small groups are more organized.
- I will have to be hands on and practice every day.
- I will incorporate more rhythm throughout my day to help students regulate their emotions and bodies.
- I will plan with my team more often than once a week so plans are truly based on what we see in the classroom.
- I will use it on a daily basis.
- I will use the activities to target students.
- I will use what I learned by supporting what the child knows already, then when the child feels confident I will encourage the child to go to the next level instead of just moving on to the next level before the child is ready.
- Implement in daily routines
- Improve practice!!
- Large group activities
- Making sure lesson plans are more High Scope Oriented
- Not sure yet
- Use what I learned in my class

### **What is preventing you from using what you learned in the training?**

- Focus on ECERS-3
- Not in preschool class

### **What was most useful about the training?**

- Classroom arrangement
- Everything
- Hands on involvement
- How in depth it was
- Knowledge of COR. I am just starting in this position.
- Learning strategies
- New activities
- New experiences
- Problem solving strategies
- Songs and activities that can be used immediately
- THE EXAMPLES THE TEACHER USED WERE EXCELLENT
- The hands-on activities the instructor used for a better understanding of subject matter.
- The instructor was amazing
- The instructor was excellent! She presented the information in a manner that was interesting and engaging
- Understanding that active involvement with people, materials and ideas help the child to become independent and confident and ready to go to the next level.

### **How can this training be better?**

- I found this training to be excellent.
- It was fabulous as it was!!
- It was great
- It was perfect (2)
- No complaints
- Nothing, was excellent
- Suggestion: Maybe have students create a portfolio that they can use as a guide as content is being taught.

## Introduction to the HighScope Infant/Toddler Curriculum – 203,204,205

<p><b>The training was valuable to me.</b></p>	<p>A horizontal bar chart with a scale from 0 to 10. The y-axis categories are Strongly Disagree, Disagree, Agree, and Strongly Agree. The bars show 0 for Strongly Disagree, 0 for Disagree, 2 for Agree, and 9 for Strongly Agree.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>Agree</td> <td>2</td> </tr> <tr> <td>Strongly Agree</td> <td>9</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	0	Disagree	0	Agree	2	Strongly Agree	9
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Response	Count										
No	10										
Yes	1										

### **How will you use what you learned in the training?**

- Every day to set the classroom, to plan and implement the lesson
- I hope I can use all the information I've learned in my class. However my center has a lot of work to do.
- I started applying things I learned into my classroom
- I will use what I learned in the training while working in my infant classroom
- Inform the parents about the highscope curriculum and the benefits of it.
- Implement what I learned in the classroom.
- Respecting and practicing all that I learned
- Showing the teachers a new program and building on to it
- To elaborate on how highscope can work in a classroom
- To support teachers in the program

### **What is preventing you from using what you learned in the training?**

- The ratio and working by myself.

### **What was most useful about the training?**

- All the information was useful.
- Creating a schedule
- Effective strategies and ideas that are easy to implement
- Everything, it allowed me to see what I was doing wrong and how I could make my classroom a better place for myself and the children.
- For me it's good communication, listening and patience
- Learning different ways to implement the KDIs in my infant classroom
- The teacher
- The videos, the books, also the trainer was knowledgeable of the contents. It was a great learning experience.
- To see how all components of the curriculum and the KDIs lined up with DAP for infants and toddlers and made creating lessons plans easy

### **How can this training be better?**

- Find a location that shows what we are learning already.
- I think more time practicing creating a lesson plan would have been helpful.
- It was great and the trainer made it very easy to participate and enjoy.
- Keep as is
- More info for infants 0-6 months
- More time spent on conflict resolution
- The training was great.
- To update ourselves, and will be better
- Webinars will be very helpful and having access to more training.

## COR Advantage Online Training - 206

<b>The training was valuable to me.</b>	<p>Strongly Disagree   Disagree   Agree   Strongly Agree</p> <p>0   1   1   2   2   3</p>
<b>I can use the training topics in my work with children and families.</b>	<p>Strongly Disagree   Disagree   Agree   Strongly Agree</p> <p>0   1   1   2   2   3</p>
<b>How often will you use what you learned in the training?</b>	<p>Never   Sometimes   Often   Very Often</p> <p>0   1   1   2</p>
<b>Is there anything stopping you from using what you learned in the training?</b>	<p>No   Yes</p> <p>0   1   1   2   2   3</p>

### How will you use what you learned in the training?

- Our program will be implementing COR next year

### What was most useful about the training?

- It was very helpful in simple navigation of COR and how it works.
- Scoring anecdotes

### How can this training be better?

- I prefer person to person training.

## PQA Preschool: Program Quality Assessment Powered by HighScope - 208

<p><b>The training was valuable to me.</b></p>	<p>A horizontal bar chart with a scale from 0 to 2. The categories are Strongly Disagree, Disagree, Agree, and Strongly Agree. A blue bar extends to the '1' mark under the 'Strongly Agree' category.</p>
<p><b>I can use the training topics in my work with children and families.</b></p>	<p>A horizontal bar chart with a scale from 0 to 2. The categories are Strongly Disagree, Disagree, Agree, and Strongly Agree. A blue bar extends to the '1' mark under the 'Strongly Agree' category.</p>
<p><b>How often will you use what you learned in the training?</b></p>	<p>A horizontal bar chart with a scale from 0 to 2. The categories are Never, Sometimes, Often, and Very Often. A blue bar extends to the '1' mark under the 'Very Often' category.</p>
<p><b>Is there anything stopping you from using what you learned in the training?</b></p>	<p>A horizontal bar chart with a scale from 0 to 2. The categories are No and Yes. A blue bar extends to the '1' mark under the 'No' category.</p>

### How will you use what you learned in the training?

- As a Pre-K 3 early childhood administrator

### What was most useful about the training?

- Rationale for scoring

### How can this training be better?

- Technology was an issue, not easy to navigate

## HighScope Daily Schedules & Routines: Advanced Training - 214

<b>The training was valuable to me.</b>	
<b>Before I attended this training, I was already using the training topics in my work with children and families.</b>	
<b>After the training, I can use the training topics in my work with children and families.</b>	
<b>How often will you use what you learned in the training?</b>	
<b>Is there anything stopping you from using what you learned in the training?</b>	

### How will you use what you learned in the training?

- I would hope that anyone working with Infants and Toddlers would already understand the importance of the daily routine and having a schedule that accommodates the individual needs of a primary group of children. I would not consider this training advanced. The advanced training should focus on the materials to use with infants to develop fine & gross motor skills, visual & auditory skills, spatial relations, etc. for active learning.

### What was most useful about the training?

- Sharing ideas with other providers such as: using white boards to list individual schedules

### How can this training be better?

- Focus on other areas as the daily routine and individual schedules and relationship building is or should be the first thing mastered in the initial high scope training for infants and toddlers.

**(SPANISH) Creative Curriculum for Infants, Toddlers and Twos - Session 1- 300**

<p><b>The training was valuable to me.</b></p>	<p>A horizontal bar chart with a scale from 0 to 2. The categories are Strongly Disagree, Disagree, Agree, and Strongly Agree. A blue bar extends to the '1' mark under the 'Strongly Agree' category.</p>
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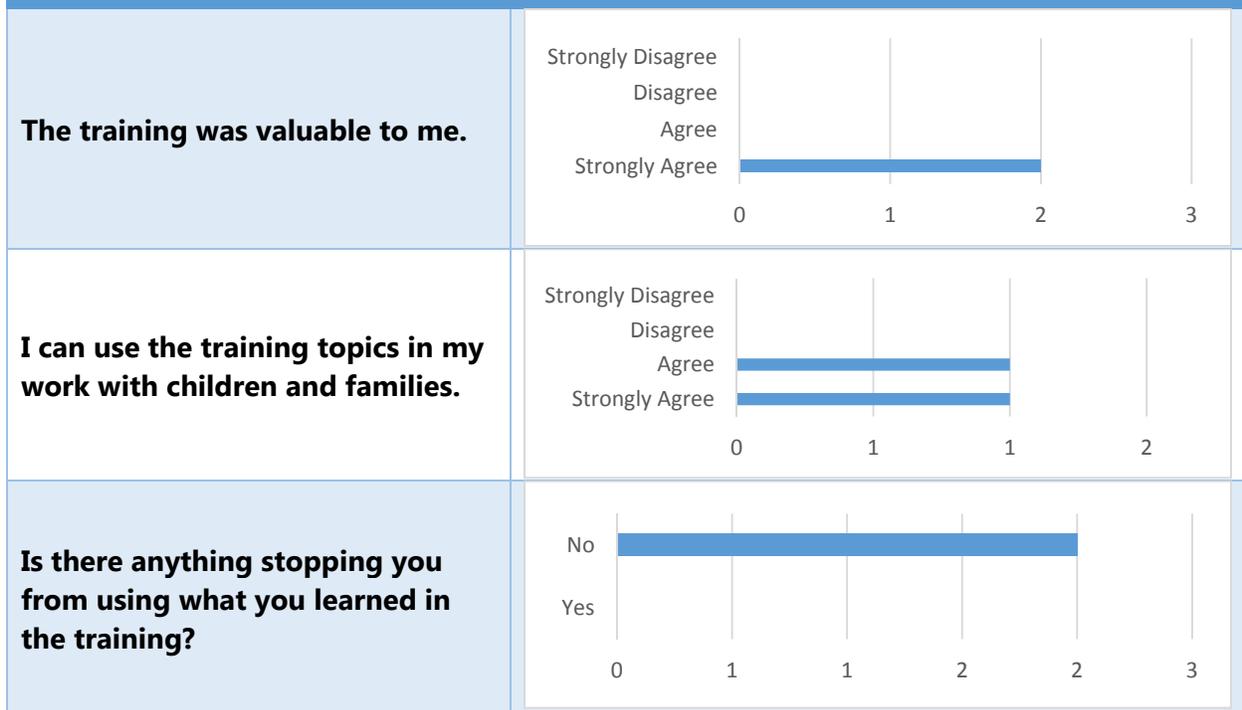
**How will you use what you learned in the training?**

- Making better work plans

**How can this training be better?**

- It was very good and informative

**(SPANISH) FCCERS-R Online Overview:  
Family Child Care Environment Rating Scale - 305**



**How will you use what you learned in the training?**

- In improving the quality of my work
- Reinforcing the issues explained, putting them into practice and making a sincere evaluation of the things that we should improve, reinforce, modify and change, for the excellent development in children’s well-being, with the help and integration of parents or guardians.

**What was most useful about the training?**

- In general, all of the information received is of utmost importance for my development in offering a quality service for the welfare of children.
- The qualifications. And organization of environments for children.

**How can this training be better?**

- It would be good to give in person. The material used was excellent, but sometimes one is left with doubts that it would be good for a qualified person to clarify, if it were in person.
- Everything was clear

(SPANISH) ASQ-3 Developmental Screening Tool - 309

<p><b>The training was valuable to me.</b></p>	<table border="1"> <tr><td>Strongly Disagree</td><td>0</td></tr> <tr><td>Disagree</td><td>0</td></tr> <tr><td>Agree</td><td>1</td></tr> <tr><td>Strongly Agree</td><td>6</td></tr> </table>	Strongly Disagree	0	Disagree	0	Agree	1	Strongly Agree	6
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No	5								
Yes	2								

### **How will you use what you learned in the training?**

- Apply strategies for our mission.
- I think that the directors should buy the material for the screening application. It's expensive for the teachers.
- Talking with parents in order to do the screening.
- I have to put it into practice because in my center these types of questionnaires are used and now it will be easier for me.
- Putting into practice with those in my classroom
- First observing the children then talking with the head of the family
- First: Taking more into account the observation of the development of each child, second according to their age, determining with experts in the area if there are any anomalies detected

### **What is preventing you from using what you learned in the training?**

- Failing to buy the material, which makes application difficult. Our salaries do not allow us to make those expenses, especially in December.
- So far I have good communication with parents.

### **What was most useful about the training?**

- The questionnaire
- In general, all the information received was very important. There was no waste of the topics covered.
- Was [illegible] each child should be evaluated before three years.
- How to apply the screening according to age and your qualifications.
- That this screening is done with the intention of detecting if something in the child's development is not functioning well, but also to verify that the child is developing normally.
- All information is useful and necessary for our day to day work.

### **How can this training be better?**

- In my opinion, this training is clear and I do not think it needs improvement. That is my own opinion.
- Giving more information updated by what we live day to day.
- It was very good.
- More training for providers
- More hours.
- Without the materials and the application sheets for the evaluation, all of the training will stay as a nice memory.
- I believe that with practice it can be improved.

## ECERS-3: Early Childhood Environment Rating Scale: Online Overview - 401

<p><b>The training was valuable to me.</b></p>	<p>A horizontal bar chart with a scale from 0 to 12. The categories and their counts are: Strongly Disagree (1), Disagree (1), Agree (7), and Strongly Agree (11).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1</td> </tr> <tr> <td>Disagree</td> <td>1</td> </tr> <tr> <td>Agree</td> <td>7</td> </tr> <tr> <td>Strongly Agree</td> <td>11</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	1	Disagree	1	Agree	7	Strongly Agree	11
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Response	Count										
No	18										
Yes	2										

### **How will you use what you learned in the training?**

- By using the scale
- Every day
- Helping parents understand how important it is for them to be involved in their children's learning.
- I just wanted a refresher course since I had not taken the class in over 3 years.
- I wanted to share a few of the videos with staff, but do not know how to do that. So I explained it the best way I know how.
- I will apply it to re organize our center.
- I will be able to prepare my room for when the school gets rated for stars.
- I will be the one coaching teachers through these observations so now I have what to base my teaching on.
- I will do my best to make sure that my class is getting what is considered the best possible care and education as designed by the ECERS program.
- I will evaluate my classroom
- I will use it throughout the day during the daily routine
- I will use it to help the teachers in my building create classroom environments that are engaging and appropriate for their students.
- Practicing
- Put into practice what I learned
- Rating classrooms
- Score to help improve my room
- Tell the staff
- To improve my environment for my children and families.
- We will make changes in the classrooms, and center to obtain a Grow NJ Kids rating

### **What is preventing you from using what you learned in the training?**

- Being able to access the videos from the learning course to share with staff.
- I am uneasy about the lesson planning for this style of teaching. I am hoping after further training with the curriculum I will feel better about my planning and teaching.

### **What was most useful about the training?**

- All of the information is beneficial to me so I can prepare myself for rating
- Awareness
- Everything
- I already stated this on the other question previous to this one.
- I did not find the training useful.
- I learned ways of getting the children more involved by asking more open-ended questions and a little more freedom for the children to learn at their own pace.
- Learning how to score properly.
- Learning it on my own time and at home.
- Learning using the scale
- The ability to take the class on my own schedule.
- The amount of professionals on the team to create the course.
- The examples
- The practice training videos to practice scoring.
- The test
- The videos
- Viewing and rating actual classrooms
- Visual and time consuming
- What to look for and how to score

### **How can this training be better?**

- Even more training videos.
- Giving full information on specifically what to look for in some of the more in-depth categories. For example: what constitutes "diversity"...
- I am not interested in using ECERS
- I believe the training should happen in person. Ideally, the training could happen at a center where the program is being used successfully or at the center the trainees work.
- I found it to be just right.
- It was perfect.
- It was very good for me.
- More online trainings
- More scenarios
- Overall I thought that it was very good
- Practice
- Things to look for
- To have access after class is over as a reference

## FCCERS-R: Family Child Care Environment Rating Scale: Online Overview - 402

<p><b>The training was valuable to me.</b></p>	<p>A horizontal bar chart with a scale from 0 to 3. The categories are Strongly Disagree, Disagree, Agree, and Strongly Agree. The 'Agree' bar extends to the 1 mark, and the 'Strongly Agree' bar extends to the 2 mark.</p>
<p><b>I can use the training topics in my work with children and families.</b></p>	<p>A horizontal bar chart with a scale from 0 to 3. The categories are Strongly Disagree, Disagree, Agree, and Strongly Agree. The 'Agree' bar extends to the 1 mark, and the 'Strongly Agree' bar extends to the 2 mark.</p>
<p><b>How often will you use what you learned in the training?</b></p>	<p>A horizontal bar chart with a scale from 0 to 3. The categories are Never, Sometimes, Often, and Very Often. The 'Very Often' bar extends to the 2 mark.</p>
<p><b>Is there anything stopping you from using what you learned in the training?</b></p>	<p>A horizontal bar chart with a scale from 0 to 3. The categories are No and Yes. The 'No' bar extends to the 2 mark.</p>

### How will you use what you learned in the training?

- Towards the children
- When I am helping a provider?

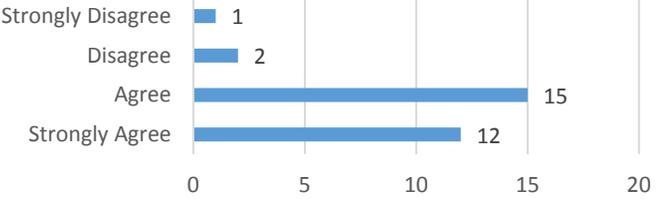
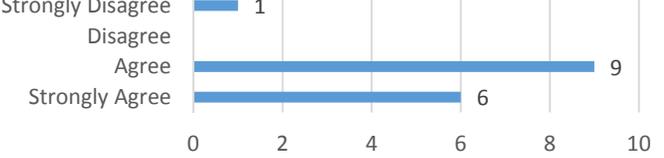
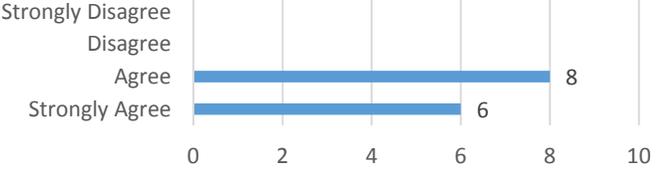
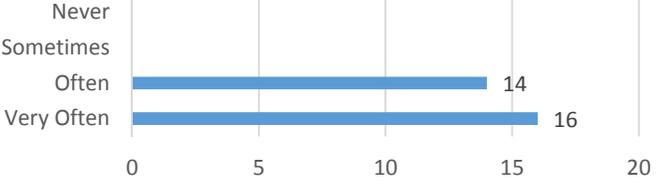
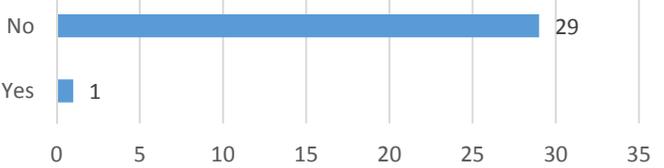
### What was most useful about the training?

- Everything
- The entire training was useful for me

### How can this training be better?

- Maybe create a Part 2 of the training to address any concerns or issues

## ITERS-3 Online Overview: Infant/Toddler Environment Rating Scale - 403

<p><b>The training was valuable to me.</b></p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1</td> </tr> <tr> <td>Disagree</td> <td>2</td> </tr> <tr> <td>Agree</td> <td>15</td> </tr> <tr> <td>Strongly Agree</td> <td>12</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	1	Disagree	2	Agree	15	Strongly Agree	12
Response	Count										
Strongly Disagree	1										
Disagree	2										
Agree	15										
Strongly Agree	12										
<p><b>I can use the training topics in my work with children and families.</b></p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1</td> </tr> <tr> <td>Disagree</td> <td>2</td> </tr> <tr> <td>Agree</td> <td>9</td> </tr> <tr> <td>Strongly Agree</td> <td>6</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	1	Disagree	2	Agree	9	Strongly Agree	6
Response	Count										
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Response	Count										
Strongly Disagree	1										
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Response	Count										
Strongly Disagree	0										
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<p><b>How often will you use what you learned in the training?</b></p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Never</td> <td>0</td> </tr> <tr> <td>Sometimes</td> <td>0</td> </tr> <tr> <td>Often</td> <td>14</td> </tr> <tr> <td>Very Often</td> <td>16</td> </tr> </tbody> </table>	Response	Count	Never	0	Sometimes	0	Often	14	Very Often	16
Response	Count										
Never	0										
Sometimes	0										
Often	14										
Very Often	16										
<p><b>Is there anything stopping you from using what you learned in the training?</b></p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>29</td> </tr> <tr> <td>Yes</td> <td>1</td> </tr> </tbody> </table>	Response	Count	No	29	Yes	1				
Response	Count										
No	29										
Yes	1										

### **How will you use what you learned in the training?**

- Annual ITERS/ECERS evaluation of our center classrooms
- Trainer reviewing content
- Apply it in my daily routines
- Be more aware of staff interactions
- Every day
- For improvement
- How to set up a class or house for infants and toddlers
- I now feel better prepared and more informed while using the tool.
- I will apply the knowledge when I do an ITERS observation.
- I will more frequently discuss with staff how our center could effectively implement, on an ongoing basis, an educational program that keeps in mind the 3 basic needs of children while the teachers and support staff regularly keeps informed and updated with current information on the latest findings and research on the field of child education and safety.
- I will use what I learn with special kids, caring and taking care of them with Caines
- I'm already using the training
- Implement it with my staff
- It will be incorporated into my classroom procedures
- Make sure my classrooms are to standard
- Observe classrooms and develop plan with staff to improve or enhance what they're doing. Materials or training needed.
- Once I gain a better grasp I plan to use it for staff
- Pay more attention to the essential keys in different areas of the center
- Sharing information with parents!
- Teacher training, staff training, parent workshops
- To explain to parents the importance of setup in an infant-toddler classroom and the importance of intentional teaching and planned activities.
- To explain why we have certain toys in a classroom or why it's so important to talk to the children throughout the day.
- To make sure all my coworkers are communicating with the children's parents and letting them know what is going on
- To prepare for ratings
- When I observe other classrooms I will be able to see what areas need improvement for a better rating
- When observing classrooms preparing to apply for rating

### **What is preventing you from using what you learned in the training?**

- Understanding to implement

### **What was most useful about the training?**

- Trainer reviewing content
- Being able to complete at my leisure where I have enough time to focus.
- Clarifications
- Everything was perfect, just letting us know that communication and home visiting is very important
- Getting a better understanding about how the score goes.
- Having it available online and over a 2 week period, being able to start and stop and complete the training when I was available to do so.
- How each classroom is rated
- How everything was set up in order that you can find the different area for the infants and toddler and the label where the items go and picture to show you what goes there.

- How it went into the topics to further explain them
- How to score
- It gave me a better understanding of the rating system.
- Made me more focused
- Reinforcement
- Scales
- That is was online and 2 weeks long

### **How can this training be better?**

- More video examples
- Trainer reviewing content
- Don't test people
- Everything was just perfect (2)
- Examples with a larger group of children!
- Going into depth of each indicator
- Having someone available, maybe live chat help when needed through the training even if it is during certain hours.
- I think more examples of the scoring scale with more practice.
- I wouldn't change anything
- If a person was in front of me and going through everything so I can get a better understanding.

- The depth of information that was covered in the training
- The more useful of a training it was when I learned how to focus on how we got to teach every step of the meaning of education; it is something that is so important for them and for our future.
- The updates
- The videos (2)
- What is expected to get certification

- It can be better paying attention and doing what is supposed to be for the education of the kids.
- Less repetitive and more examples
- More details about each indicator
- More video clips
- The training was great because I was able to finish in a few days due to full-time work and studies.
- Use real videos as the training had incorporated, however with a "busier" classroom being recorded. I feel as though the sample videos never truly depict the behaviors of these age ranges!
- You should provide the book to us prior to the training

## ASQ3 Developmental Screening Tool - 503

<p><b>The training was valuable to me.</b></p>	<p>A horizontal bar chart with four categories: Strongly Disagree (3), Disagree (0), Agree (11), and Strongly Agree (34). The x-axis ranges from 0 to 40.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>3</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>Agree</td> <td>11</td> </tr> <tr> <td>Strongly Agree</td> <td>34</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	3	Disagree	0	Agree	11	Strongly Agree	34
Response	Count										
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Disagree	0										
Agree	11										
Strongly Agree	34										
<p><b>I can use the training topics in my work with children and families.</b></p>	<p>A horizontal bar chart with four categories: Strongly Disagree (2), Disagree (0), Agree (8), and Strongly Agree (31). The x-axis ranges from 0 to 35.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>2</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>Agree</td> <td>8</td> </tr> <tr> <td>Strongly Agree</td> <td>31</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	2	Disagree	0	Agree	8	Strongly Agree	31
Response	Count										
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Disagree	0										
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Strongly Agree	31										
<p><b>Before I attended this training, I was already using the training topics in my work with children and families.</b></p>	<p>A horizontal bar chart with four categories: Strongly Disagree (0), Disagree (3), Agree (4), and Strongly Agree (0). The x-axis ranges from 0 to 5.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>3</td> </tr> <tr> <td>Agree</td> <td>4</td> </tr> <tr> <td>Strongly Agree</td> <td>0</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	0	Disagree	3	Agree	4	Strongly Agree	0
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Response	Count										
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<p><b>How often will you use what you learned in the training?</b></p>	<p>A horizontal bar chart with four categories: Never (1), Sometimes (7), Often (26), and Very Often (14). The x-axis ranges from 0 to 30.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Never</td> <td>1</td> </tr> <tr> <td>Sometimes</td> <td>7</td> </tr> <tr> <td>Often</td> <td>26</td> </tr> <tr> <td>Very Often</td> <td>14</td> </tr> </tbody> </table>	Response	Count	Never	1	Sometimes	7	Often	26	Very Often	14
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<p><b>Is there anything stopping you from using what you learned in the training?</b></p>	<p>A horizontal bar chart with two categories: No (40) and Yes (8). The x-axis ranges from 0 to 50.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>40</td> </tr> <tr> <td>Yes</td> <td>8</td> </tr> </tbody> </table>	Response	Count	No	40	Yes	8				
Response	Count										
No	40										
Yes	8										

### **How will you use what you learned in the training?**

- Already started to implement in my program
- By applying it to my classroom
- During conferences
- During the meeting with the parents
- For parent teacher conferences to address any concerns.
- Handout the questionnaire to all the families in my classroom
- Have staff monitor and conduct conferences on a quarterly basis
- Helping my staff use the ASQ to open conversations with parents
- Hopefully begin using this tool by next September
- Hopefully implement ASQ in my center
- I am the person that distributes and scores, it was clearer for me and also helped me to explain to my staff
- I can give each student an evaluation at the beginning of each school year as regular practice
- I will be using the ASQ here in our center as a screening tool!
- I will definitely be utilizing some of the strategies discussed on how to approach parents.
- I will go over what I learned with my director to see if we can start using the ASQ at the center I am working at.
- I will send home the questionnaire and use the results as the parent-teacher conference discussion.
- I will use it with parents and coworkers
- I will use the tools at the Pre-School centers I work at
- I will use what I learned in this training to help me with the ASQ
- I won't
- I would like to implement the ASQ3 in my center
- Implementation of the assessment tool for our center
- Improving my knowledge with children
- In childcare centers and family childcare centers
- In our center, helping families and children to achieve understanding of developmental growth and if needed further referral to specialized services.
- In screening children in my class
- Keeping the parents informed
- Let my director know it is a good tool for our families at the center.
- Plan do review
- School wide use
- Start using the ASQ as a tool
- The information will be shared with staff I work with.
- The proper way to speak with the parents about the results.
- To administer, score and converse about the ASQ with parents
- To be understanding towards a child's situation and needs at home and at school.
- To meet each child's needs as they all develop at different rates
- We will be screening routinely starting very soon
- When working with preschools I can help answer any questions they might have on the screening tool.
- Will be screening all my students
- Will use during conferences or if needed sooner
- With students
- With three and four year old kids
- When our center begins using the tool I will already have knowledge in how to use it

### **What is preventing you from using what you learned in the training?**

- I cannot afford to purchase this kit. I have to figure out how to do this.
- I will need activities etc. to present to parents at conference time and possibly more info in the book.
- My staff needs to be trained to begin using the ASQ.
- Nothing. Everything was explained very well.
- Place teach at doesn't use
- Our center doesn't have the tools yet
- The center I am currently working at does not use the ASQ
- We don't currently have the ASQ kit at our facility

### **What was most useful about the training?**

- All the information received was accurate and straightforward. I was able to understand the calculations much better than the first training.
- All three aspects I previously stated
- Dispelled any discomfort around my unfamiliarity w/ the screener
- Everything
- Finding out how to administer the test
- Helpful guides to present and discuss with parents
- How in depth everything was, a lot of it I knew but not to the point that she was going with it
- How to approach parents
- How to appropriately implement the assessment tool
- How to figure out the correct age to use that screening tool
- How to properly implement the screening
- How to score
- How to score and transfer information to the interpretation chart
- How to word conversations
- I learned what the ASQ is used for and why it is important in helping the staff identify where there may be a delay with the children.
- It was a great introduction on how to screen
- It was fun and informational
- Learn all about domains
- Learning all the facts for ASQ
- Learning the difference between a screening and diagnoses.
- Learning the overall information about the ASQ-3
- Learning what it can accomplish for families.
- Practicing the results talk with parents
- Preliminary screening is beneficial for early intervention.
- Presenter was very passionate and knowledgeable about the tool.
- Showing us how you use the tool
- The developmentally correct questions
- The form to fill out
- The hands on practice with the questionnaire
- The incorporation of the parents/guardians into the screening process.
- The instructor did a great job explaining the ASQ and the steps before and after.
- The presenter was great and knowledgeable and understood using a screening tool from the perspective of the teachers.
- The presenter explained how to score it and used clear and concise language
- The real life wording and scenarios used by the presenter
- The scoring process and how to talk to parents about it
- The trainer was phenomenal
- Understanding about the ASQ-3

Half-Year Report: July to December 2018

Rutgers School of Social Work, Institute for Families, Grow NJ Kids Training Services

- Understanding results
- Understanding the importance of parental input in the screening process.
- Understanding the importance of the ASQ
- Understanding the reasoning behind it
- Very clearly defined, easy to follow

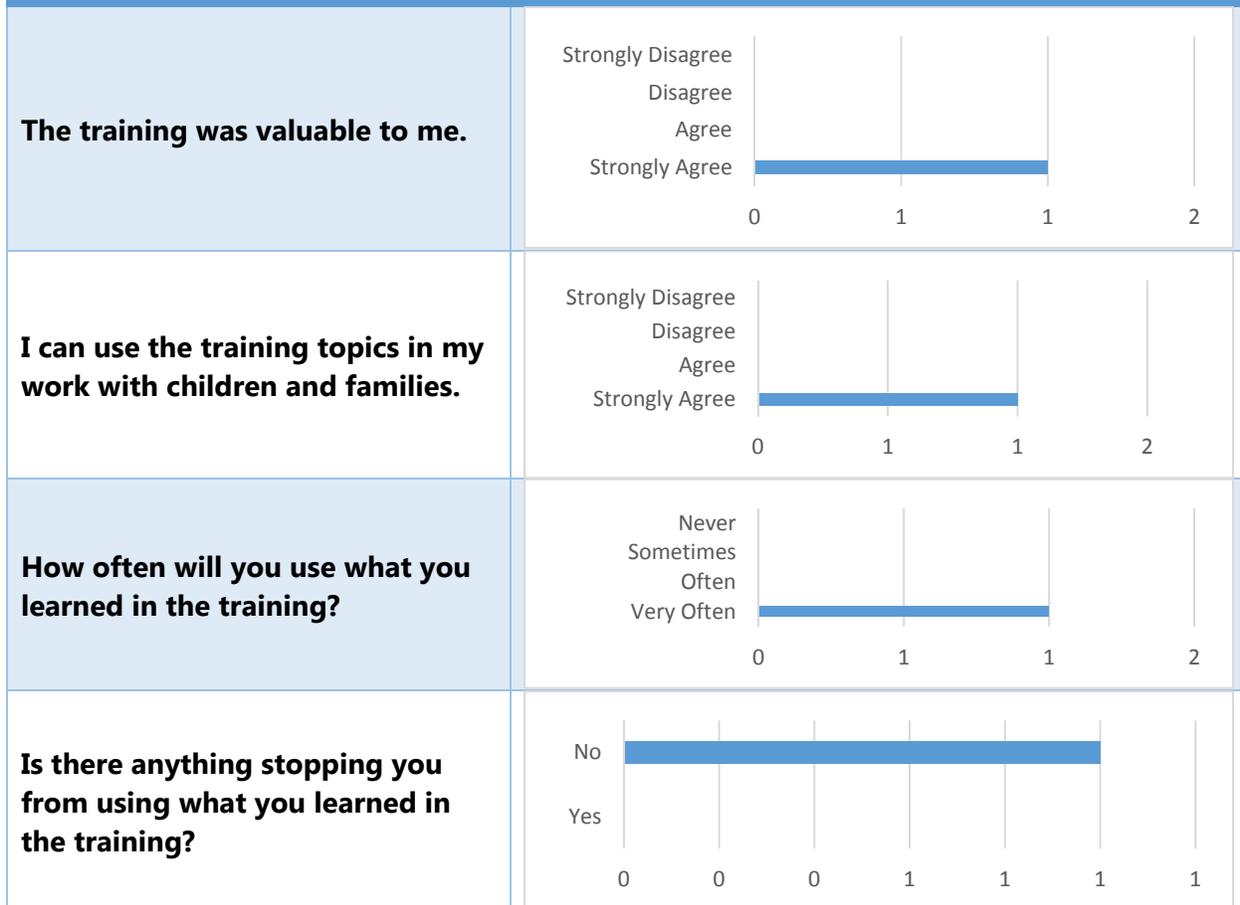
- We need to realize, we don't know what kind of stress/ situation the parents of the child in question are. Communication with the parents is extremely important. It is useful to know cultural differences.

### **How can this training be better?**

- A bit longer
- Additional focus on the conversation that teachers/admin have with parents.
- An hour longer and more scenarios to score
- Available more often
- By being a webinar. Very inconvenient to have to go to on a weekend.
- Closer location for training
- Could have been longer
- Don't change a thing! She kept my attention for 3 hours!
- Fill out and score one or two more practice students
- Giving us some more information on how to present the information to a parent
- Help us with what level each child is on and what may need improvement
- I have no complaints
- I have no suggestions. I thought the training was excellent. (2)
- I liked it how it was

- I think it was very good as is (3)
- It was a great training!
- It was fine (2)
- It was perfect
- Maybe more hours
- More practice with implementation and the follow up with a parent. What if a parent doesn't want to participate?
- Not on a Saturday morning!
- Nothing at this time needs to be improved. The trainer was extremely knowledgeable and encouraged participation.
- The building was NOT marked at all. I spent 10 minutes trying to find the classroom.
- The trainer was well informed. She did a good job with the topic.
- We were only given an example of a toddler child and not an example of how to use it with four or five year old children.
- Went a little fast over the scoring part

## PAS Online Introduction Program Administration Scale - 525



### How will you use what you learned in the training?

- Doing a little extra equals better quality.

### What was most useful about the training?

- I have a much better understanding of what is considered in the quality rating and how we will be rated.

Working with Dual Language Learners and Building Cultural Competency - 528

<p><b>The training was valuable to me.</b></p>	<p>A horizontal bar chart with a scale from 0 to 10. The categories and their counts are: Strongly Disagree (1), Disagree (4), Agree (9), and Strongly Agree (5).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1</td> </tr> <tr> <td>Disagree</td> <td>4</td> </tr> <tr> <td>Agree</td> <td>9</td> </tr> <tr> <td>Strongly Agree</td> <td>5</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	1	Disagree	4	Agree	9	Strongly Agree	5
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Agree	9										
Strongly Agree	5										
<p><b>I can use the training topics in my work with children and families.</b></p>	<p>A horizontal bar chart with a scale from 0 to 7. The categories and their counts are: Strongly Disagree (1), Disagree (1), Agree (6), and Strongly Agree (1).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1</td> </tr> <tr> <td>Disagree</td> <td>1</td> </tr> <tr> <td>Agree</td> <td>6</td> </tr> <tr> <td>Strongly Agree</td> <td>1</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	1	Disagree	1	Agree	6	Strongly Agree	1
Response	Count										
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<p><b>Before I attended this training, I was already using the training topics in my work with children and families.</b></p>	<p>A horizontal bar chart with a scale from 0 to 6. The categories and their counts are: Strongly Disagree (0), Disagree (0), Agree (5), and Strongly Agree (4).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>Agree</td> <td>5</td> </tr> <tr> <td>Strongly Agree</td> <td>4</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	0	Disagree	0	Agree	5	Strongly Agree	4
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<p><b>After the training, I can use the training topics in my work with children and families.</b></p>	<p>A horizontal bar chart with a scale from 0 to 8. The categories and their counts are: Strongly Disagree (0), Disagree (0), Agree (7), and Strongly Agree (3).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>Agree</td> <td>7</td> </tr> <tr> <td>Strongly Agree</td> <td>3</td> </tr> </tbody> </table>	Response	Count	Strongly Disagree	0	Disagree	0	Agree	7	Strongly Agree	3
Response	Count										
Strongly Disagree	0										
Disagree	0										
Agree	7										
Strongly Agree	3										
<p><b>How often will you use what you learned in the training?</b></p>	<p>A horizontal bar chart with a scale from 0 to 12. The categories and their counts are: Never (0), Sometimes (2), Often (11), and Very Often (6).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Never</td> <td>0</td> </tr> <tr> <td>Sometimes</td> <td>2</td> </tr> <tr> <td>Often</td> <td>11</td> </tr> <tr> <td>Very Often</td> <td>6</td> </tr> </tbody> </table>	Response	Count	Never	0	Sometimes	2	Often	11	Very Often	6
Response	Count										
Never	0										
Sometimes	2										
Often	11										
Very Often	6										
<p><b>Is there anything stopping you from using what you learned in the training?</b></p>	<p>A horizontal bar chart with a scale from 0 to 20. The categories and their counts are: No (18) and Yes (1).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>18</td> </tr> <tr> <td>Yes</td> <td>1</td> </tr> </tbody> </table>	Response	Count	No	18	Yes	1				
Response	Count										
No	18										
Yes	1										

### **How will you use what you learned in the training?**

- Continue to support our bilingual families.
- Continue to use
- For sure when communicating with other adults who are dual language
- I already do some of the things mentioned in the webinar.
- I can apply what I've learned and apply it to my classroom
- I knew most of this information.
- I saved the tools and resources to refer back to. I will have a new approach towards dual language learners.
- I will continue working with the same moral and ethics values, respect and consideration for all my students and their families.
- I will include more diversity material in my class.
- I will involve the families more (provided my center allows more communication)
- and get to know their cultures and habits as families and incorporate that into my day.
- I will try to incorporate phrases from a child's secondary language into my conversations with them or introduce a new language to children that are monolingual.
- Implementing it this year
- In work every day
- Invite families of dual language learners into the classroom to expose other students to their culture.
- Learn a dual language if not to speak then definitely to hear it when others do
- Practicing in the classroom with the children.
- Sending out papers and making posters
- The importance of supporting and understanding other cultures

### **What is preventing you from using what you learned in the training?**

- Sometimes it is hard to communicate with the families at school functions because of a lack of a translator. Also, using apps such as Remind or a Facebook page would allow the families to see what we do during the day and scaffold that behavior at home. This would also keep a parent up to date on events and paperwork from the school.

### **What was most useful about the training?**

- Bringing parents to share their knowledge about their cultures.
- Convenience
- Culture is more than just race. It is beliefs, customs, etc.
- Everything
- Information provided, videos AND text, self-assessment tool
- It was all very useful but as a preschool teacher for 12 years and having my Master's Degree in Education, I did not learn anything new.
- It was at a convenient time when I wasn't working.
- It was online and at my leisure
- Nothing
- That dual language learners need to support BOTH languages at all times.
- That it was done as a webinar and not after work hours
- The book mentioned should be given to the teachers.
- The knowledge
- The training had a lot of facts and information which supported the point it was trying to make. It made it very credible and therefore I am more inclined to remember what was taught.

- Understand that we have personal biases and I must work on that and be a better person so I can be a better teacher.

### **How can this training be better?**

- All the information provided by this training is perfectly clear and accurate.
- By continuing to use webinars
- Have no idea
- I think it was well thought out.
- In person, hands on training
- It was fine
- It was very long and some of the videos stated the same points.
- Keep in mind many people know these things and possibly offer a more advanced course or simply not have it be mandatory.
- Less focus on racism
- Nothing
- Perhaps allow some of the material to be downloaded so that one can review it after completing the training.
- Shorter, more precise
- This training was perfect

### *Reporting Note:*

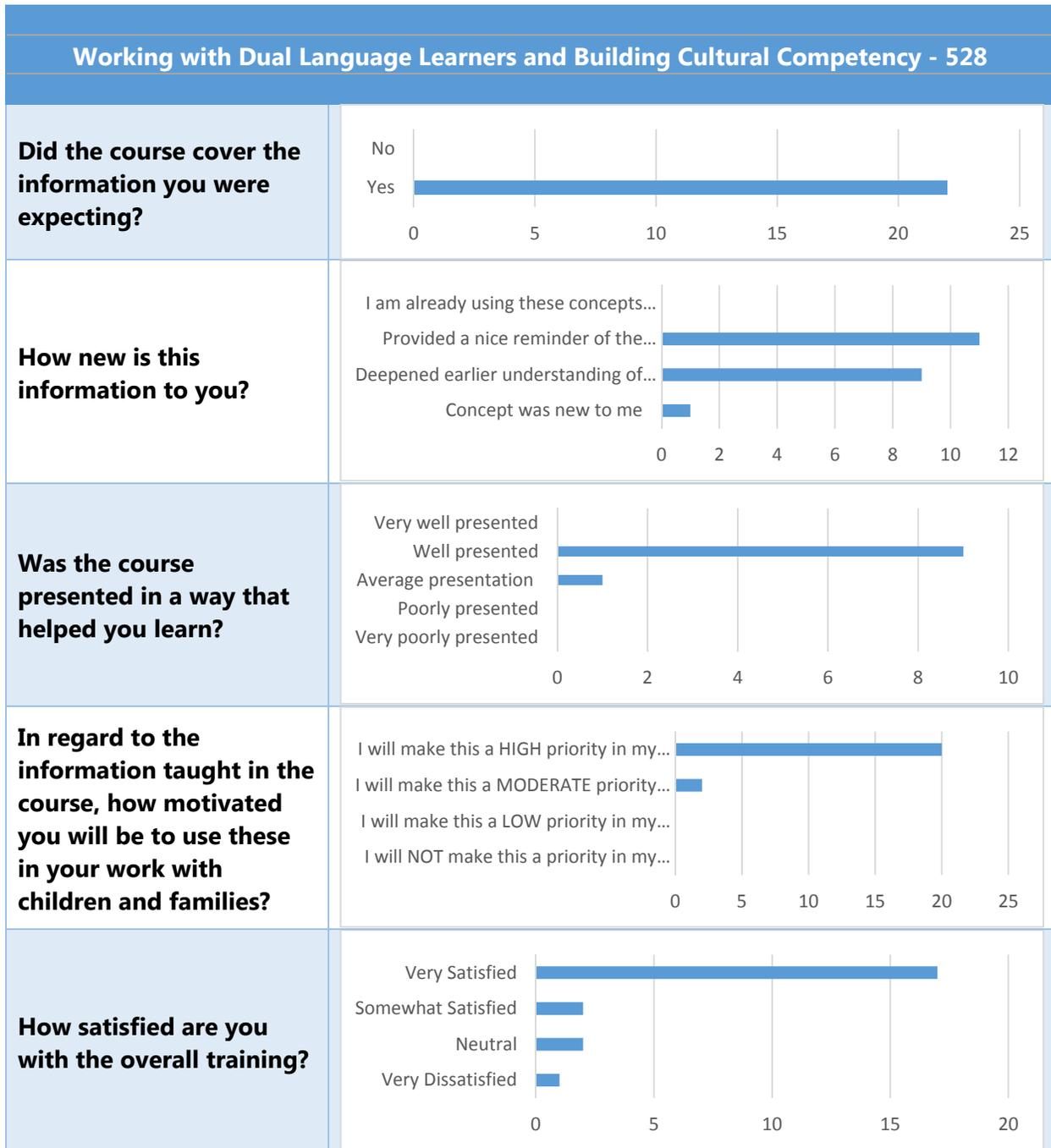
No surveys were received for the following course titles:

- 118 - Implementing Studies to Promote Inquiry Based Learning in The Creative Curriculum for Preschool (total number of trainees = 19)
- 207 - PQA Infant/Toddler: Program Quality Assessment Powered by HighScope
- 212 – HighScope Numbers Plus: Advanced Training (total number of trainees = 13)
- 302 – (SPANISH) Creative Curriculum for Preschool – Session 1 (total number of trainees = 9)
- 308 - (SPANISH) ECERS-R Online Overview: Early Childhood Environment Rating Scale
- 529 – NJ Birth to Three Early Learning Standards Overview

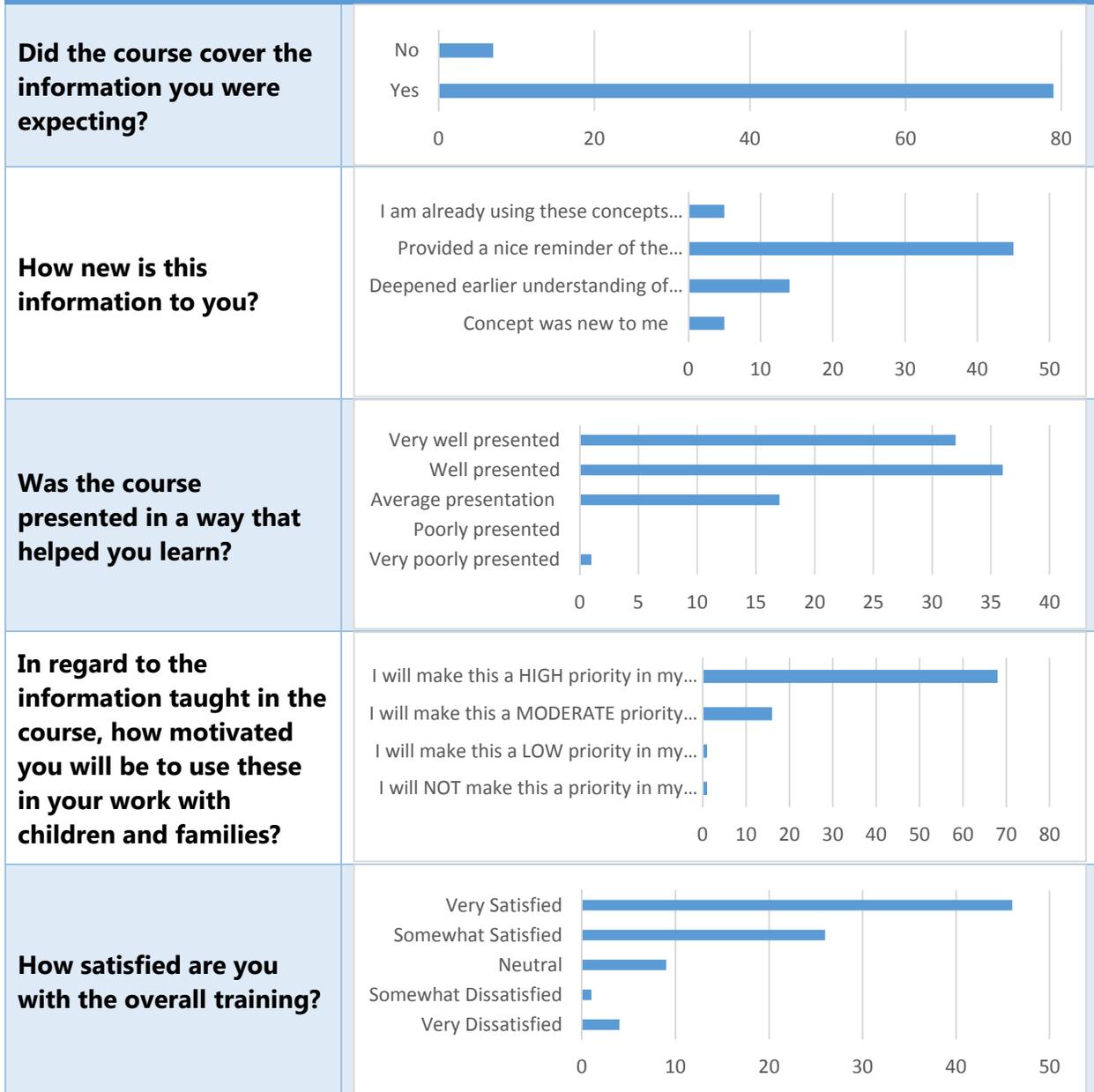
**Half-Year Report: July to December 2018**

Rutgers School of Social Work, Institute for Families, Grow NJ Kids Training Services

## Appendix D: Web-Based Training Sessions – Participant Satisfaction and Learning



## NJ Birth to Three Early Learning Standards Overview - 529



## Early Childhood Physical Activity for Toddlers and Preschoolers - 800

### What would you like us to know about your learning experience in this web based training?

- Challenge the children to expand their skills
- Everything was very informative. It gave me new activities to try with the children.
- Great experience (2)
- Great ideas for indoor activities for the children to do
- Great presentation! (5)
- Great web training.
- Great workshop
- How many hours kids have to be outside for and all there learning skills in a day care
- I am a GNJK TAS. This is a great webinar for programs saying they don't have enough space or money for gross motor play.
- I AM A PARA PROFESSIONAL AND ENJOYED LEARNING ABOUT THE DIFFERENT STAGES OF ACTIVITIES AND HOW THEY LEARN. physical ACTIVITIES SUCH AS THE BEANY ROPE ROLL AND MATCHING SOCK GAME WAS EASY AND CAN BE EVEN MORE CHALLENGING FOR CHILDREN WHO ARE MORE ADVANCED.
- I am working on a project regarding combating obesity for BSN through Western Governor's University
- I cannot wait to play the spider and bug activity with my kids!
- I enjoyed learning about the different ways teachers can make sure the children are active even if the space is limited.
- I enjoyed learning more about the importance of regular physical activity, and the inexpensive ways to more fully incorporate a variety of experiences into my program's daily schedule.
- I enjoyed this very much. I have seen this presenter in person before and again there was loads of useful info to help get the children in my care more physically active.
- I found it very informative and actually took tons of notes and will be implementing much of this information in our center.
- I found it very informative; and learned a lot of new physical activities I can implement at my program.
- I found some really great ideas to give the children activities to practice movement.
- I have enjoyed learning new ways to interact with the children that are in my care.
- I learned a lot about early childhood physical therapy with infants and toddlers.
- I learned a lot about early physical activity of children.
- I learned a lot about physical fitness for infants and toddlers
- I learned a lot and received some useful info and skills for my students
- I learned a lot of information about the benefits of physical exercise. I learned about the benefits of physical exercise on a physical and a psychological level.
- I like all the ideas it gave me to put them into practice we the children and promote in the children opportunity to play every day and they can learn through different experiences.
- I liked the little interactive sections during the presentations. They kept me involved.
- I love the socks activities and the bubble wrap paper. I also learn a lot on how the brain can be trained with all this all the activities.

- I loved the fact that the training provided not only information about the importance of physical activities but the different ideas and activities that can be implemented in my classroom.
- I really understand the importance of Physical Activity for children at an early age, children should play outdoor or indoors daily, I learned about some strategies to do it in the classroom too. There is a lot of benefits: Social-emotional, Physical development, health, cognitive skills I learn that is important to motivated and encouraged all the preschoolers to participate in active games appropriate to their age.
- I think this training was really good and thank you for having it for free!
- I will be encourage to practice most of the activities for indoor playground
- I will be including many of the activities in my classroom
- I would like you to know about my learning experience in this training was the exercise on developing skills. It will be use daily in the workplace.
- I'm glad find this way to learn ....is easy , interesting
- It is a good experience in learning about child development.
- It is great. The video is nicely done and informative. I lost the sound and had to use closed caption. Thanks.
- It was a great module presentation!
- It was very good and informational
- It was very helpful I enjoy it.
- It was very informative.
- My learning experience was very positive. The examples were clear and the reasoning behind activities was explained thoroughly.
- Quality time staying active with children interact with children at all times regardless age....
- That was a nice experience because I learn a lot of activity I going to include in my classroom and including a safety tips that they give me too.
- The training was very helpful for the age I work with
- The course is not that long which is good and made me have a different perspective on classroom activities.
- The information is very interesting and useful to implement.
- The subject was introduced and developed in a clear and comprehensive format. Ideas and resources were compelling and accessible. I am excited to bring these creative and fun games to my classroom.
- The training was very informative. I was enlightened with some of the different activities that were presented. Also, learned that exercise help the young as well as the old to learn and retain information better.
- There is a variety of structured of movement for the children from 6 months till 18 months.
- There was a lot of great information! I really loved the games presented and I'm planning on using some with my class!
- This is a great training because we learned step by step watching the videos.
- This training was very informative for me.
- This training was very interesting and useful. I could implement the ideas for my large group time. It was amazing to realize how important the physical activity is for our brain.
- This was a very informative training. Thank you!

- This was easy to follow. Full of good info
- This web-based training helped me know that physical activity help kids' knowledge grow and help their gross motor and fine motor skills.
- This web-based training is so helpful, its open my point of view about the importance of physical activities and how that can still be active in limited space.
- This webinar was great. Unfortunately the sound stopped at some point and I used closed Captioned.
- This webinar was very informative. I enjoyed the workshop.
- Very helpful to teachers.
- Very informative (3)
- Very informative; motivating me to get the children moving
- Very informative great ideas to use in active play.

### Grow NJ Kids Director Orientation - 900

#### **Is there anything you would like us to know about your learning experience in this Director Orientation?**

- It's always a pleasure to continue to be informed and aiming to learn all you can in early childhood education! This course was very informative and I look forward to getting my center rated.
- After the orientation I am excited to start in GNJK to improve the quality of our program.
- Began Module 1.
- Completed Modules 1-3.
- Completed Modules 1-4
- Did not complete any modules, no NJCCIS ID.
- Did not complete any modules (6)
- Did not fill out completion form. Will follow-up. (2)
- Great information. Looking forward to the partnership.
- I am glad to know that we will be receiving follow-up support as we begin our work in Cohort 3 for the preschool expansion funding and working with Grow NJ Kids!
- I enjoyed participating in this very informational webinar. The information was provided in an organized and easy manner with the videos adding good visuals of classroom activities. Even though I already started working on the assessment and the action plan, the information helped me to understand the process and next steps.
- I enjoyed the videos as well all material provided during the orientation.
- I found the Orientation informative and enjoyable.
- I have learned a lot and the differences between NJ and PA.
- I received a lot of helpful information that I never knew that Grow NJ offered.
- I would like more information on the curriculum choices.
- I'm excited and eager to start this journey1
- I'm super excited about improving the quality of care we provide to every child.

- It was a nice experience. I believe it will be the perfect vehicle for New Millennium Childcare & Language Development Center to grow.
- It was extremely helpful, reader friendly and extremely valuable in helping me prepare our next steps for this next exciting challenge! Thank you!!
- It was really helpful and informative training. I have learnt a lot of new ideas.
- It was very informative yet very similar to things we are currently implementing. I liked the extra resources provided.
- It was very informative. Thank You
- No. Thank you for having me as a part of it!
- Online classes are great and allow participants to work at their own pace but I feel there is something special about interacting with peers that brings subject matter to life.
- Requested to be moved to the July 2018 - 2 session
- Thank you for putting this together. It was easy to follow and the handouts will be helpful!
- The Director's Orientation course was very helpful. I am excited about learning how to make OSALC an outstanding school and joining Grow NJ Kids.
- The Director's Orientation was very informative. I am overly excited to partake in this program.
- The environmental Rating Scale is an eye opener.
- The modules were very informative.
- This class had a lot of helpful information. Made things very clean as far as the order in which items need to be complete and who we could get the help from.
- This orientation was very helpful. I'm very confident that this will improve the quality of the center.
- This was a great training online series and the videos were very informative. I am very excited about the program and I look forward to working with our employees, volunteers and the Quality team to improve the outcomes of our children in Salem County.
- This was a very informative Orientation. I look forward to working with the administration for Grow NJ Kids.
- This was very informative. I am sure I have many benefits to look forward to as well as my staff.
- Very informative (2)
- Very informative and helpful in understanding the process, the whole course however was a little repetitive.
- Very informative- loved the videos- brought learning to life
- Very thorough and well laid out orientation. Excited about starting the program
- We are very excited to begin this journey with GNJK

### **The Institute for Families, Rutgers University School of Social Work**

Our mission is to support and strengthen families and communities by increasing the capacity of human service professionals and organizations. We support and strengthen child welfare and other human service professionals and organizations to meet best practice standards and effectively and creatively respond to the ever-changing needs of vulnerable children, youth, families, and communities. We develop and disseminate knowledge and information throughout New Jersey and beyond, leading to a greater understanding of a range of social issues and implementation of capacity-building strategies and systems improvements to better address them.

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