



Trainer Manual

June 2008



WAEYC (Washington Association for the Education of Young Children) administers STARS Trainer and Training Approval through a contract funded by the Department of Early Learning.

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June 2008

Dear STARS Trainer,

This manual was created to help you remain current with STARS policies and procedures and the responsibilities of being a STARS approved trainer. In this manual you will find valuable resources for planning and implementing training that counts toward the STARS requirements.

Below is a list of updated information:

- * Concerns About Trainers, page 9
- * Educator & Trainer Resources, page 14-17
- * 20-Hour Basic Training Sample Curricula, page 24
- * Training Concern Guidelines, page 40
- * Training Concern Form, page 41
- * Frequently Asked Questions, page 42

We hope you will find this revised manual useful and we thank you for your commitment to providing high quality training opportunities.

Should you have questions or suggestions on how we can make this manual an even better resource, please feel free to contact Trainer Services at (253) 854-2565 x15.

Sincerely,

WAEYC

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Washington STARS

The purpose of Washington STARS (State Training and Registry System) is to ensure quality care for all children in our state through increased opportunities for basic and on-going training for child care, early education, and school-age providers. STARS emerged from a widespread call from both child care providers and consumers for increased training and compensation to improve the quality of care for children and youth. In 1997, the Washington State Legislature directed the Department of Social and Health Services (DSHS) to adopt rules to require annual training for caregivers of children. Elements of this new system were outlined and funding was allocated in the 1997-99 Budget Act.

Training Requirements - 20-Hour Basic Training

Within 6 months of being licensed or hired, all family child care providers, child care and school-age center directors, program supervisors, lead teachers, and site coordinators are required to meet the 20-hour basic training requirement through either of the following options:

1. The 20-Hour Course: The course covers current information on guidance, growth, development, health and safety, and is based on An Adult-Sized Guide to Child-Sized Environments, a publication of DSHS.
2. Educational Exemption: Those who have any of the following may apply for an exemption: Current CDA or equivalent credential; 12 college quarter credits in early childhood education/child development; or Associates (or higher) Degree in an area listed on STARS ID Request (see ID Request for additional qualifications).

Continuing Education - 10 Hours Annually

Every calendar year after meeting the 20-Hour Basic Training Requirement, participants must take 10 hours of self-selected continuing education from either a STARS approved trainer or organization or from the Early Childhood Education (ECE) department of a college located in Washington State. For directors, program supervisors, and site coordinators, a number of those hours must be in administration. A Continuing Education Proposal may be used to request that a college course (outside the ECE department) or other training that is not offered by a STARS approved trainer/organization count towards the 10 Hours Continuing Education Requirement.

Providing Training in Your Facility

STARS approved training sources may only offer up to 6 hours of continuing education each year to their own employees or others working in the child care facility - child care center, family child care home, or school-age care program. The remaining 4 hours must be obtained from training offered in the community.

Providing Training to Self

A trainer cannot be credited with STARS hours counting toward STARS requirements for a training which she/he provided.

Using Other Trainers

Training Organizations are approved to use trainers. Individual STARS approved trainers cannot use other trainers to provide training reported under their STARS Trainer ID Number.

One Licensing Requirement Being Used to Meet Another

One training cannot be used to meet two different licensing requirements. For example, an HIV/AIDS/ Bloodborne Pathogens, First Aid/CPR or Food Handlers class cannot be used to meet the continuing education requirement. Also, the 20-Hour Basic Training cannot be used to meet the continuing education requirement or vice versa.

Scholarships

Eligible applicants may receive a one-time award of up to \$150 toward the 20-Hour Basic Training, and up to \$100 each year toward the the continuing education requirement. Applicants may receive up to 2 reimbursements per year. Scholarships are available to eligible applicants on a first-come, first-served basis as long as funding is available. For eligibility, see Job Title section of current scholarship application on Registry (www.stars.del.wa.gov).

Reimbursements are a refund of the applicant’s registration fees. To award a scholarship, STARS must receive the following after, but within 90 days of, completing the training: Completed Reimbursement Application, Proof of payment (receipt), Proof of completion (certificate, transcript). Eligible applicants will be sent reimbursement within 15 business days of WAEYC receiving a complete application. Applicants may resubmit if they do so within 90 days of completing the training.

Administration and Contact Information

WAEYC (Washington Association for the Education of Young Children), through a contract with the Department of Early Learning (DEL) administers STARS scholarships, trainer and training approval and provider services. WAEYC is a non-profit membership organization for those who work with and on behalf of all young children and their families. For 30 years, we have supported our colleagues with meaningful services, professional development opportunities and through advocacy efforts.

WAEYC
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stars@waeyc.org
(253) 854-2565 or (800) 727-3107

General STARS Information	Extension 17
Provider Services	Extension 17
Scholarships	Extension 16
Trainer Services	Extension 15
Hablamos Español	Extension 27

DEL is responsible for the Registry website and database located at <http://www.stars.dshs.wa.gov>. Registry questions and concerns should be forwarded to DEL. DEL licensors are responsible for regulating and ensuring compliance with the STARS training requirements in licensed programs.

The STARS Registry

The purpose of the Registry is to track providers STARS training and to provide information about STARS approved trainers, training organizations and available trainings. The Registry was created by DSHS, belongs to and is maintained by the Department of Early Learning (DEL). On the Registry, anyone can search for STARS approved training, trainers and training organizations, download STARS forms and review STARS information updates. The Registry website is www.stars.del.wa.gov

What Information is Accessible to Whom?

Specific information about each trainer and training organization approved by STARS is available to the public. This information is taken from the Trainer or Training Organization Application and includes the name, educational background, contact phone and approval date. Also available is a list of scheduled and provided trainings. Training information that is available to the public includes the language and county in which the training is provided, the contact and registration phone number(s), and email address(es). This information is taken from the Available Training Form. Additional information about trainers and training organizations is only available to authorized WAEYC and DEL staff. Information about STARS participants is available only to the person whose record it is and authorized WAEYC and DEL staff.

How Are Records Maintained?

WAEYC staff creates Registry records for child care providers or other participants, trainers and training organizations. Provider records are created and the 9-digit STARS ID Number mailed to the provider within 15 business days of our receiving a complete Provider Profile Form. Using their unique STARS ID Number and password, providers can update all their information online except for training history. For those without Internet access or needing to update training, they must request a Verification Report (VR) from WAEYC. The VR is a personalized report that details the information included in the individual's Registry record. If training is missing, the provider needs to contact the training source that provided the training. In some cases, providers can update their records by submitting copies of certificates with their VR to WAEYC. However, if the training source has not submitted information about the training, WAEYC staff cannot update the provider's record.

When a STARS trainer or training organization is approved, WAEYC staff creates a Registry record and mails the STARS ID Number to the trainer (5 digit number) or training organization (4 digit number). Using their unique STARS ID Number and password, trainers and training organizations can update their contact information and trainings online. For those without Internet access or needing to update their education, they must request a Verification Report (VR) from WAEYC.

Trainers, training organizations or providers may call WAEYC for their own STARS ID Number if they forget it. For confidentiality reasons, the STARS ID Number can only be given to the individual/organization to whom it belongs.

STARS Forms & Applications

Forms are available on the STARS Registry at www.stars.dshs.wa.gov, or by calling WAEYC at (253) 854-2565 x17 or (800) 727-3107 x17.

Forms for Child Care and School-Age Care Providers

STARS ID Request: This form is used to request a STARS ID Number and Registry record.

Participants may use this form to apply for an Educational Exemption from the 20-Hour Basic Training.

Provider Verification Report: This is a hard copy of a participant's Registry record, which includes their personal and professional background. Participants can request this report to update their personal information, submit STARS trainings not listed on their record, or to apply for an Educational Exemption from the 20-Hour Basic Training.

Continuing Education Proposal: For providers requesting that a college course or training that is not STARS approved count toward their 10 hour continuing education requirement.

Scholarship Application: For STARS participants needing financial assistance with the cost of STARS training.

Training Concern Form: Used to report a concern about a training offered by a STARS approved trainer or organization.

Forms for Trainers and Training Organizations

Trainer/Organization Verification Report: This report is a hard copy of a trainer or organization's Registry record. It includes contact information and trainings on record. This form can be used to update contact information.

Available Training Form: For approved trainers and organizations to register and advertise trainings on the STARS Registry.

Training Completion Report Form: Approved trainers and organizations submit this form to update providers' training records.

Training Evaluation Form: Trainers and organizations need to distribute and collect an evaluation form at all their trainings. Evaluations should be kept on file for one year.

Certificate of Completion: Trainers and organizations must provide certificates to participants who successfully complete the training.

20-Hour Trainer Application: For those applying to become STARS approved 20-Hour trainers for one or more of the following audiences: Child care center staff and/or mixed groups, School-age care providers, Family child care providers.

Continuing Education Trainer Application: For individuals applying to become STARS approved continuing education trainers in one or more of the 11 core competency areas.

Training Organization Application: For organizations seeking approval to provide trainings or conferences counting toward the continuing education requirement.

Training Organization Renewal: For approved organizations seeking to renew their approval for the next calendar year.

Trainer Renewal: For approved trainers seeking to renew their approval for the next fiscal year (July 1 - June 30).

Trainer Renewal Process

Approval status is valid for one fiscal year, July 1st to June 30th. At the end of each fiscal year, approved STARS trainers will receive a Trainer Renewal. However, trainers approved on or after April 1 have approval status until June 30th of the following year. To be considered for renewal, trainers must submit the completed application and non-refundable renewal fee by the given deadline, and must have consistently met the Standards and Responsibilities within the past year.

Renewal Process

1. Trainer Services Program Specialist reviews application to ensure application is complete. If application is incomplete, application may be returned to applicant or more information will be requested by mail or email.
2. Trainer Services Program Specialist reviews the trainer responses to the renewal questions and reviews the trainer's record to determine if he/she has consistently met the Standards and Responsibilities in the past year
 - a. If Trainer Services Program Specialist determines that the trainer has adequately answered the renewal questions, and the renewal fee has been received, the Program Specialist will recommend approval.
 - b. If Trainer Services Program Specialist determines that the trainer has not adequately answered the renewal questions and/or the renewal fee has not received by the appropriate deadline, the Program Specialist will recommend the trainer be denied approval.
3. The Program Specialist forwards the trainer's renewal and file to the STARS Program Coordinator for review. The Program Coordinator will review the Program Specialist's recommendation to determine if the trainer is approved or denied renewal for the next fiscal year.
4. Trainer Services Program Specialist will notify the trainer in writing of the approval decision with 20 working days of receipt of renewal form. If renewal is granted, the trainer will be approved as a STARS trainer for the next fiscal year. If renewal form and/or fee is not received by the given deadline, or renewal is denied, the trainer's approval status as a trainer will end June 30th.
5. If the trainer is not satisfied with approval decision, he/she is encouraged to follow the procedures outlined in the STARS Policy for Addressing Concerns about STARS decisions.

Concerns About Trainers

If a training participant, colleague, or other person has a concern about a trainer and/or his/her training, the process listed below is followed:

1. Complainant expresses concern to Trainer Services.
2. Trainer Services Program Specialist does the following:
 - ★ Encourages complainant to notify trainer about concern.
 - ★ Notifies complainant of STARS Trainer Concerns Process by mail, phone or email that he/she needs to submit concern in writing on the Training Concern Form for concern process to continue.
3. STARS Program Coordinator reviews written concern and makes determination.
 - a. If trainer was meeting Trainer Standards and Responsibilities, the concern is resolved. The Training Concern Form is placed in trainer's file. No further action is taken.
 - b. If it appears trainer was not meeting one or more Trainer Standards and Responsibilities, action is taken. STARS Program Coordinator sends letter to trainer outlining the concern and asking trainer to respond in writing explaining what occurred and actions trainer will take in the future. Trainer responds in writing and STARS Program Coordinator reviews response.
 - 1) If the response indicates the trainer meets the Trainer Standards and Responsibilities, the concern is resolved. The concern letter and trainer response are filed in the trainer's file. No further action is taken.
 - 2) If the response indicates the trainer did not meet the Trainer Standards and Responsibilities but will take action to ensure he/she will meet them in the future, the concern is resolved. The concern letter and trainer response are filed in the trainer's file. No further action is taken.
 - 3) If the response indicates the trainer did not meet the Trainer Standards and Responsibilities and will not take action to ensure he/she will meet them in the future, the Trainer Sanctions process will be implemented.
4. STARS Program Coordinator determines if complainant should be notified of outcome.

Trainer Sanctions

The STARS program at WAEYC reserves the right to implement the trainer sanctions process when trainers consistently do not meet the Trainer Standards and Responsibilities or engage in fraudulent/illegal activity. Additionally, if a trainer is *disqualified* from providing child care or has his/her *license revoked or denied* the trainer will be permanently sanctioned from being a STARS approved trainer.

While it is not possible to identify every possible instance in which sanctions would be imposed, the following are examples.

- ★ Does not meet the Trainer Standards and Responsibilities and indicates will not take action to ensure he/she meets them in the future.
- ★ Indicates he/she will meet Trainer Standards and Responsibilities and does not do so.
- ★ Is convicted of a crime against persons (any crimes listed in Appendix C in OCCP Methods and Practices - MAP).
- ★ Fraudulently keeps STARS scholarships or participants' payments.

Possible sanctions include:

- ★ A probation period during which the STARS program at WAEYC monitors the trainer's compliance with the Trainer Standards and Responsibilities.
- ★ 6-month revocation of approval status.
- ★ 1-year revocation of approval status.
- ★ Permanent revocation of approval status.

Sanctions Process

STARS Program Coordinator and Trainer Services Program Specialist make a decision regarding sanction in consultation with WAEYC Executive Director and notify trainer. If trainer is concerned with revocation decision, he/she is encouraged to follow the procedures outlined in the STARS Policy for Addressing Concerns about STARS Decisions. If applicable, trainer can re-apply for approval upon completion of the revocation period

Trainer Approval in Additional Areas

Approved trainers may seek approval in additional areas by submitting the following to WAEYC:

1. 20-Hour Trainer Application and/or Continuing Education Trainer Application.
2. Documentation of education and experience not provided with first application.
3. Non-refundable \$25.00 fee (per additional application).

The Trainer Services Program Specialist will review the application and documentation to ensure that the application is complete and determine if the applicant meets the minimum qualifications. The applicant will be notified of approval decision within 45 business days of receipt of a completed application.

Trainer Standards & Responsibilities

WAEYC understands there are a variety of ways to meet these standards as well as a continuum of competence in meeting them. WAEYC will provide resources and support to assist trainers in meeting these standards and increasing their competence. (See Implementing Trainer Standards, pages 27-34.)

Approved trainers are expected to:

1. Incorporate anti-bias & culturally relevant principles into their training content and format.
2. Develop and implement learning outcomes for participants in each training. Learning outcomes are skills or knowledge participants would gain as a result of taking the training.
3. Foster concrete learning experiences for each participant by considering and planning for all learning styles – visual, auditory, tactile, kinetic and eclectic.
4. Assess participants learning related to the learning outcomes through direct and indirect evidence.
5. Maintain high standards of professional conduct in their STARS role.
6. Participate in continuing professional development opportunities.

Approved trainers are required to:

- ★ Keep information about trainings (e.g. Available Training Forms, Training Completion Reports, Evaluations) on file for one year.
- ★ Report all STARS approved trainings within 30 calendar days of the training end date either by entering trainings online in the Registry, or by completing and submitting to WAEYC the Available Training Form.
- ★ Report participants who have successfully completed the training and provided their STARS ID Number within 30 calendar days either online in the Registry, or by completing and submitting to WAEYC the Training Completion Report.
- ★ Provide STARS participants with training evaluation forms. The STARS Training Evaluation Form may be used. WAEYC reserves the right at any time to request copies of forms.
- ★ Provide STARS participants with certificates of completion within one week following the training end date. Certificates must include:
 - ★ Name of participant
 - ★ Title of training
 - ★ Date(s) of training
 - ★ Number of hours of training
 - ★ Name and signature of approved trainer
 - ★ Trainer STARS ID Number
 - ★ Core Competency area(s) (for continuing education only)
 - ★ Audience: family child care, school-age program, or child care center or mixed group (for 20-Hour Basic only)
- ★ Provide STARS participants with receipts if payment was made. Receipts must include:
 - ★ Date
 - ★ Payer name
 - ★ Payment amount
 - ★ Who is being paid
 - ★ What payment is for
 - ★ For whom payment is made, if applicable
- ★ Update the STARS Registry or notify WAEYC in writing of contact or other information changes.

Planning Your Training

After selecting the topic and length of training, many trainers begin the planning process by identifying the learning outcomes (knowledge and/or skills) they want participants to learn as a result of taking the training. The next steps are to design activities to actively engage participants in learning and practicing the knowledge and/or skills and to design methods to assess their learning. It is also useful to brainstorm relevant resources to provide participants. Sample outlines for training are at the end of this section, and include learning outcomes, activities, methods to assess learning and resources.

WAEYC suggests the following be considered when planning training:

- Trainer to participant ratio be not more than 1:30 for the 20-Hour Basic Training and no more than 1:50 for the continuing education requirement.
- Training group size be not more than a maximum of 30 for the 20-Hour Basic Training. If the group size may exceed 30, WAEYC recommends that the trainer informs the participants prior to the start of the training.
- Total hours for one training session not exceed 7 hours.
- Training level (beginner, intermediate, advanced) be indicated on the registration materials.

Sample Workshop Format

Much training in the early care and education and school-age field happens in a workshop setting. Below is a suggested workshop format:

- Welcome, introductions, workshop overview (5-15 minutes)
- Opening activity to reflect on topic (10-15 minutes)
- Presentation of core knowledge or skills (15-20 minutes)
- Practice applying and assessment of knowledge and skills (20-30 minutes)
- Next steps and follow-up (5-10 minutes)
- Summary and evaluation (5 minutes)

Format adapted from Training Teachers: A Harvest of Theory and Practice by Margie Carter and Deb Curtis. Redleaf Press, 1994 p.156.

Setting the Fee

STARS approved trainers are independent contractors; they are not employees or contractors of STARS or WAEYC. Trainers are responsible for determining their fees. When setting fees, build in the cost of planning, materials and travel time. The per-person cost for STARS approved 20-Hour Training ranges from \$25 to \$150. Trainers often charge an hourly rate. Hourly rates may be between \$20 to \$75 per hour depending on the trainer's skill and experience, audience size, group or organization's budget and other factors.

Reporting STARS Training

Trainers and training organizations are responsible for accurately reporting ALL training for participants who provide STARS ID Numbers. **If a training was advertised as counting towards the STARS requirements, trainers and training organizations are required to enter or submit information about a training and who successfully completed it within 30 calendar days of the training end date.**

WAEYC encourages trainers and organizations to enter this information online in the Registry at www.stars.del.wa.gov. Past, current and future trainings may be entered online at any time; however, updates to a training roster can only be made within 60 days following the training end date. If a training roster needs to be updated after the 60 days, the training source should complete and submit a Training Completion Report to WAEYC.

To enter a new training on the Registry:

1. Log in to the Registry with your 5-digit Trainer ID Number. If you do not have your Trainer ID Number, please contact Trainer Services.
2. Once you are logged in to the Registry and on the homepage, click "Training Records" and then "Create New STARS Training Record." Complete the required text fields and click "Save and Submit." **Do not click "Save and Submit" more than once or a duplicate record of this training will be created.** If (after the training has been saved) you discover an error in the new record contact Trainer Services to make the necessary changes. This training will now be visible to those searching for training.

To add participants to a training record:

Once you are logged in to the Registry and on the homepage, click "Training Records" or "My STARS Profile." Click on the title of the training to which you want to add participants. On the bottom left click "Edit Training Roster." Enter the provider's 9-digit STARS ID Number. **Do not include spaces, slashes, hyphens or other symbols in the ID Number.** Click "Add Student." Repeat this process until all the providers have been entered. When you are finished, click "Done." The providers' records have now been updated to include this training.

Educator and Trainer Resources

Websites

<http://www.astd.org/astd> — American Society of Training and Development (THE trainer site – free QA on training)

<http://www.pfeiffer.com/WileyCDA/> — Pfeiffer Publishing (tons of books, materials, tapes etc. for trainer development)

<http://www.seminarinformation.com/> — Seminar Information Service – locate a seminar

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm> — Teaching Tips (a wonderful gathering and indexing of ideas)

<http://www.guilamuir.com/> — Guila Muir is a private consultant with articles on training

<http://www.langevin.com/> — Langevin Train the Trainer programs (commercial site) – many Seattle workshops for trainers

http://www.lta.org/training/lct_nw.htm — Northwest Training Resources

www.washingtontrain.org — The website for TRAIN, Training Resources and Interactive Network, newsletter and other resources – advertise you training and look for other local trainers – membership is required for full access – needs new life!

<http://college.hmco.com/education/pbl/tc/coop.html#1> — Cooperative learning with adults.

http://grayharriman.com/adult_learning_articles.htm#1 – Great site with lots of ‘E-Learning’ articles on adult learning topics – a good beginning point!

<http://www.trainerswarehouse.com/> - watch out – a commercial site with lots of tempting gadgets to buy.

<http://nsdta.aphsa.org/resources.htm> — The National Staff Development and Training Association — NSDTA is committed to contributing to the ongoing development of training staff through dissemination of new training products and information. This page is intended to grow and evolve based on the feedback from our members. We intend to keep expanding these resources over time.

<http://www.cepworldwide.com/Bios/mager.htm> - The Center for Effective Performance offers resources and information on measuring training and performance. This is where the rubber meets the road in our work as trainers - are we really making positive change in our instructional programs?

<http://www.humorproject.com/bookstore/amazon.php?category=7> - this is the Humor Project list of books for Trainers and Speakers on Amazon.com. Lots of resources!

<http://www.gettothepointbooks.com/> - Get to the Point Books is an online book resource center - lots of topics and some involving training - check the “Training and Learning Management” link on this site.

Books for Trainers

Event Planning Guide: Essential Handbook of Meeting, Conference & Workshop Success for Charity & Not-for-Profit Organizations by Harry van Bommel (Media Futures Institute 2007) — Whether your event is a simple meeting of ten people or a conference of 500 attendees, the basics of event planning remain the same; resources you need to prepare for, and conduct, a successful meeting, conference or workshop.

Training Teachers: A Harvest of Theory and Practice by Margie Carter and Deb Curtis (Redleaf Press 1994) — a classic that puts some of the best ideas about teaching and learning into action through innovative training tools and strategies. The book helps teachers construct their own knowledge and respect their own learning style, so they can help children do the same. It includes an eight-week course on child-centered curriculum planning.

90 World-Class Activities by 90 World-Class Trainers, Ed. Elaine Beich (Pfeiffer 2007) — trainers from all over the world each share their favorite learning activity. Top-notch ideas that get your trainer blood pumping - trust me!

The Ten Minute Trainer! 150 Ways to Teach It Quick and Make it Stick by Sharon L. Bowman (Pfeiffer 2005) — think of it, you go to a training site and get right to work - the learning starts now! How many times are you looking for just a short, effective training technique that produces results?

The Art of Great Training Delivery: Strategies, Tools, and Tactics by Jean Barbazette (Pfeiffer 2006) — the title is not accurate; this book is not art. Rather it is a great beginner's compendium of training practices. It covers topics such as climate setting, administering tests, and handling problem learners. It is a good bottom-line practical guide.

Training for Dummies by Elaine Beich (Wiley Publishing Inc. 2005) - this book takes you through the whole training cycle of needs assessment, objective and program development, implementation, and evaluation. She also adds a series of tip sheets for handling various issues and training problems.

Perfect Phrases for Setting Performance Goals by Douglas Max & Robert Bacal (McGraw Hill 2004) — ever struggle with wording for behavioral or performance objectives for students or employees? This is the book for you - great for organizational or on-site trainers who teach or consult. This reference guide will save you time and help you hit the performance target. But it's a very boring read!

Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips (3rd Edition) by Mel Silberman (Pfeiffer 2006) — a must resource for any trainer new or experienced. There is everything from "brain-friendly lectures" to "controlling timing and pacing of training sessions" and much, much more. I would call it the standard - Mel Silberman is the 'Malcolm Knowles' of modern training.

101 Ways to Make Training Active (2nd Edition) by Mel Silberman (Pfeiffer 2005) — lots of tips and techniques that really work. Topics include stimulating discussions, peer teaching, on-the-spot assessments, and emotional intelligence. A smorgasbord of well organized ideas!

Training the Active Training Way: 8 Strategies to Spark Learning and Change by Mel Silberman (Pfeiffer 2006) — Doesn't this Silberman guy ever quit? This is a wonderful compilation of the basics of active training from beginning to end

How to turn Learners On...without turning them off: Ways to Ignite Learning (Third Edition) by Dr. Robert F. Mager (Center for Effective Performance) — By employing the techniques outlined in this book, you can increase the likelihood that students will use what they've learned and maximize the chances that they will want to learn more. It includes a checklist to help you determine if you are aiding instruction and learner confidence or creating negative attitudes towards learning.

How to Make Smart Decisions about Training: Save Money, Time, & Frustration by Paul G. Whitmore, Ph.D. (Center for Effective Performance 2002) — to be effective, the training has to work. It has to guarantee that learners will master job-critical skills and have the self confidence to apply those skills on the job.

Making Instruction Work: A Step-By-Step Guide to Designing and Developing Instruction that Works by Robert F. Mager (Center for Effective Performance 1997) — Don't be fooled by the copyright date, this book is a bottom line resource for making training truly effective.

Measuring Instructional Results by Robert F. Mager (Center for Effective Performance 1997) — Know for sure your learners have mastered what you set out to teach them.

Early Childhood Workshops that Work by Nancy P. Alexander (Gryphon House 2000) — Good training results from the instructor's skill, knowledge, and ability to plan a session based on what participants want and need - how to design, organize, conduct, and evaluate childhood workshops.

Teach with Style: A Comprehensive System for Teaching Adults by Jim Teeters (Redleaf Press 2001) — this is the only book I know of that presents a coherent model for effective face-to-face adult instruction. Yes, there are over 150 strategies and techniques presented but they are each tied to 4 essential styles. Learn the four styles and you are on your way to good teaching. "Jim's book is the perfect train-the-trainer tool..." - Mari Offenbecher.

Journals for Trainers

Training Magazine — Annual subscription to Training magazine, delivered direct to your mailbox. Each issue provides in-depth information about training management and HR issues including leadership and succession planning, recruitment and retention, learning theory and aligning core competencies. Get it at: <http://www.trainingmag.com/msg/subscriptions.jsp>

Creative Training Techniques Newsletter — Tips, tactics and how-to's for delivering effective training. For managers, training professionals, supervisors, executives, or anyone who trains. Use as a professional resource to improve and maximize training for your institution. Get it at: http://www.amazon.com/Creative-Training-Techniques-Newsletter/dp/B00008RUG7/ref=pd_bxgy_mag_text_b

National Staff Development and Training Association — NSDTA is committed to contributing to the ongoing development of training staff through dissemination of new training products and information. This page is intended to grow and evolve based on the feedback from our members. We intend to keep expanding these resources over time. Get the journal at: <http://nsdta.aphsa.org/resources.htm#Journal>

Books for Educators

The Course Syllabus: A Learning-Centered Approach by Judith Grunert (JB - Anker Series 2007) — This is a practical manual to assist in planning and constructing a learning-centered course syllabus. It presents why and how to construct a syllabus that shifts from what material a course will cover (the traditional syllabus) to one that reflects what tools and information an instructor can provide students to help them learn (the learning-centered syllabus). The book's underlying assumption is that good teaching helps students understand how to actively acquire, use, and extend knowledge in an ongoing process of learning.

Teaching at Its Best: A Research-Based Resource for College Instructors by Linda B. Nilson (JB - Anker Series Jossey-Bass; 2 edition 2007) — a compilation of hundreds of practical teaching techniques, formats, classroom activities, and exercises—meant to give classroom instructors a go-to guide for help teaching any subject matter. It is for those who teach in traditional contexts as well as those who teach adult and diverse student populations; it is for those who use considerable technology and multimedia resources as well as those who rely on conventional classroom methods.

Learner Centered Teaching by Maryellen Weimer (Jossey-Bass 2002) — a comprehensive work on the topic of learner-centered teaching in the college and university classroom. As the author explains, learner-centered teaching focuses attention on what the student is learning, how the student is learning, and the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning.

Collaborative Learning Techniques: A Handbook for College Faculty by Barkely, Cross & Major (Jossey-Bass 2004) — “For faculty who are serious about pursuing more powerful forms of student learning, this book is a must. It brings together, as no other resource does, the best that has been thought, said, and done on the topic of collaborative learning. It’s a handbook for teachers who want students to use their heads.” —Pat Hutchings, vice president, The Carnegie Foundation for the Advancement of Teaching

Team-Based Learning: A Transformative Use of Small Groups in College Teaching, Michaelsen, Knight & Fink, Eds. (Stylus 2004) — This book describes team-based learning, an unusually powerful and versatile teaching strategy that enables teachers to take small group learning to a whole new level of effectiveness. It is the only pedagogical use of small groups that is based on recognition of the critical difference between “groups” and “teams”, and intentionally employs specific procedures to transform newly-formed groups into high performance learning teams.

Teaching with Your Mouth Shut by Donald L. Finkel (Boynton/Cook Publishers, Inc. 2000) — Yes, you read the title right. The basic principles of non-lecture methods (lectures were used before there were textbooks and students wrote their own from the lecture). It offers rationale and methods in an academic setting.

Measuring Instructional Results by Robert F. Mager (Center for Effective Performance 1997) — Know for sure your learners have mastered what you set out to teach them.

Teaching Adults, Revisited: Active Learning for Early Childhood Educators by Elizabeth Jones (NAEYC 2007) – “Teaching Adults Revisited magically captures Betty’s way of teaching—calling on the reader to think with, question and disagree with her, so that each of us comes to our own understanding of being an educator. Everyone who plans to or is teaching adults must read this book.” —Louise Derman-Sparks, Faculty Emeritus, Pacific Oaks College

Teaching Adults by Alan Rogers (Jossey Bass 2002) — A comprehensive handbook for students and practitioners with important insights into contemporary understandings of how adults learn both formally and informally. The key them is making the natural and largely subconscious learning which all adults do both more conscious and more effective.

The Joy of Teaching: A Practical Guide for New College Instructors by Peter Filene (The University of North Carolina Press (February 16, 2005) — Award-winning professor Peter Filene proposes that teaching should not be like a baseball game in which the instructor pitches ideas to students to see whether they hit or strike out. Ideally, he says, teaching should resemble a game of Frisbee in which the teacher invites students to catch ideas and pass them on.

Compiled by Jim Teeters, Adults Teaching Adults - jim.ata@comcast.net

EXAMPLE: Continuing Ed Certificate

Trainer Name Here

Presents this Certificate of Completion to

Participant Name Here

for having successfully completed **Title of Training** which
was held **Date(s) of Training**.

This session satisfies a total of **# of Hours Here** STARS
continuing education hours and addressed the following

Core Competency Area(s):

of Hours Here Hours in **Competency Area Here**

of Hours Here Hours in **Competency Area Here**

of Hours Here Hours in **Competency Area Here**

Reporting STARS Approved Trainer

Printed Name: **Trainer Name**

Signature: **Trainer Signature**

Date: **Date of Signature**

STARS ID Number: **Trainer ID Number**

EXAMPLE: 20-Hour Certificate

Trainer Name Here

Presents this Certificate of Completion to

Participant Name Here

for having successfully completed **Title of Training** which
was held **Date(s) of Training.**

This session satisfies the STARS Basic Training
Requirement and was structured for the following
Audience(s):

- Family Child Care Providers
- Center Child Care Providers or Mixed Group
- School-Age Care Providers

Reporting STARS Approved Trainer

Printed Name: **Trainer Name**

Signature: **Trainer Signature**

Date: **Date of Signature**

STARS Trainer ID Number: **Trainer ID Number**

20-Hour Key Learning Outcomes

The 20-hour basic training is based on An Adult-Sized Guide to Child-Sized Environments. The Office of Child Care Policy developed these guidebooks with input from the community. They are guidebooks for implementing the Washington Administrative Code (WAC) Minimum Licensing Requirements for child care centers, family child care homes and school-age programs. There are three sets of WAC Minimum Licensing Requirements: one for Child Day Care Centers, one for Family Day Care Homes and one for Child Day Care Centers Caring Exclusively for School-Age Children. There are three guidebooks:

- Child Care Center Licensing Guidebook (10/06)
- Family Child Care Home Licensing Guidebook (6/96)
- School-Age Care Companion Guidebook (4/99)

The Child Care Center Licensing Guidebook is available for download at DEL's website (www.del.wa.gov), click on Provider & Educators. The Family Child Care Home Licensing Guidebook and School-Age Care Companion Guidebook have been archived. DEL is in process of revising the WAC's, the guidebooks will follow.

Key Learning Outcomes

For training to meet STARS standards, STARS approved trainers are expected to implement the following key learning outcomes (knowledge or skills participants will gain as a result of taking the training) as they relate to Child Growth and Development, Child Guidance, Health, and Safety:

Child Growth and Development

1. Demonstrate knowledge of age and culturally appropriate expectations.
 - a. Categorize 20 behaviors typical of infants, toddlers, and preschool and school-age children from a list of behaviors.
 - b. Identify from a list of activities those appropriate for specific age groups.
 - c. List at least four ways to incorporate culture of the individual child into the curriculum.
 - d. Identify at least 5 appropriate adult responses to scenarios of children talking about differences and diversity.
 - e. After completing an assessment of one's cultural awareness, identify possible training steps to increase one's cultural awareness.
2. Demonstrate knowledge that children learn through play and active involvement in their environment by describing a skill a child might gain or enhance in each of the following activities: manipulative/blocks, dramatic play, woodworking, cooking, outdoor-play, team games, sensory exploration, painting, water play, and board games.
3. Demonstrate knowledge of planning activities based on the needs of children.
 - a. Observe a child for at least ten minutes and record what you see and hear.
 - b. List at least three ways that the information obtained through observation can be used to assist the child and group of children.
 - c. Identify from a scenario at least five things in a child care environment that help or hurt child's play and learning activities.

Child Guidance

1. List at least three ways that any of the following may influence a child's behavior: environment, developmental needs, caregiver behaviors, inappropriate adult expectations, child's physical needs (tiredness, hunger, onset of illness) and individual family practices or culture.
2. Demonstrate the knowledge of the relationship between the child's developmental level and appropriate guidance techniques.
 - a. Identify, from a list of appropriate and inappropriate guidance techniques, at least three of the five positive techniques as appropriate.
 - b. Identify at least one culturally relevant community resource to assist working with children who exhibit difficult behavior.
 - c. Identify from scenarios cultural differences in guidance techniques and expectations.

Health

1. Show proper hand washing, appropriate diapering, toileting procedures and routine disinfecting of toys and equipment to help prevent the spread of communicable disease.
 - a) List the steps to proper hand washing.
 - b) Identify from a child care scenario each situation where hand washing should take place.
 - c) Describe and show the procedures to be followed when changing diapers.
 - d) Identify from a list of bleach or water solutions the proper mixture for disinfecting diaper changing table, other large surfaces, and the proper mixture for disinfecting toys or equipment.
 - e) Identify proper and improper procedures for clean up and disposal from scenarios involving clothing or equipment soiled by fecal material, urine or other body fluids.
2. Demonstrate an understanding of proper food handling procedures.
 - a) Identify from a list of temperature settings proper food temperatures for both hot and cold food items.
 - b) Identify from a scenario or video at least 8 out of 10 food-handling errors that need immediate correction.
 - c) List the steps involved in the three-step method to clean and sanitize dishes.
3. Demonstrate knowledge of state licensing regulations related to medication management.
 - a) Write or state at least three rules related to administering medications.
 - b) Identify from a scenario which medications require separate storage (oral or topical).
 - c) List two storage methods that will make medications inaccessible to children.
 - d) Complete a medication record keeping form.
 - e) List five community resources for children with special needs. Include addresses and phone numbers.

Safety

1. Demonstrate knowledge of child abuse indicators and mandatory reporting procedures.
 - a) Identify from a scenario at least 15 out of 20 indicators of abuse and neglect
 - b) List the steps to follow when abuse or neglect is suspected.
 - c) List the questions you are likely to be asked in making a CPS report.

- d. List at least three components of a child centered learning environment.
- e. From a list of play materials, match at least 15 out of 20 with the appropriate age group(s).

2. Demonstrate knowledge of safety procedures and accident prevention.

- a) Identify from a picture, video, or scenario of an indoor play area at least 15 of possible 20 hazards that needs immediate correction.
- b) Identify from a picture, video or scenario of an outdoor play area at least 15 of possible 20 hazards that needs immediate correction.
- c) Complete an accident report incorporating all necessary information.
- d) List at least 10 environmental safety precautions to prevent injury due to choking, falls, accidental poisoning, or shifting of materials during an earthquake.

20-Hour Basic Training Sample Outline

Topic	Time Alloted	Key Learning Outcomes	Activities Actively Engaging Participants & Honoring Learning Styles and Culture	Methods for Assessing Learning	Resources Provided to Participants
A. Child Development	6 Hours	<p>Demonstrate knowledge of age and culturally appropriate expectations</p> <p>Demonstrate knowledge that children learn through play and active involvement in their environment by describing a skill a child might gain or enhance in each of the following activities: Manipulative/blocks, dramatic play, woodworking, cooking, outdoor-play, team games, sensory exploration, painting, water-play, and board games</p> <p>Demonstrate knowledge of planning activities based on the needs of children</p>	<p>Role Playing Activities</p> <p>Problem Solving-Scenarios</p> <p>Video on Child Development-Debriefing Video</p> <p>Small Group Planning Sessions</p> <p>A provider may be asked to develop a resource book for culturally diverse supplies and resources.</p>	<p>Each participant can make a Child Development Scrapbook, providing samples of stages of child development. They can include samples of their own development or children currently in their care</p>	<p>Pamphlets on various ages of child development</p> <p>Articles on diverse perspectives of child growth and development</p>
B. Child Guidance	6 Hours	<p>List at least 3 ways each of the following may influence a child's behavior: Environment, developmental needs, caregiver behaviors, inappropriate adult expectations, child's physical needs (tiredness, hunger, onset of illness, and individual family practices or culture</p> <p>Demonstrate the knowledge of the relationship between the child's developmental level and appropriate guidance techniques</p>	<p>Situation Scenarios</p> <p>Interviews</p> <p><i>Video Viewing and Discussion</i></p> <p>Participants will engage in skits and discuss the cultural differences in guidance techniques.</p>	<p>Have participants participate in reflective writing or journal writing.</p> <p>In their writing they will discuss how each of the factors influence a child's development</p>	<p>Resource list of video and articles pertaining to guidance and discipline</p>
C. Health	3 Hours	<p>Show proper hand washing, appropriate diapering, and toileting procedures and routine disinfecting of toys and equipment to help prevent the spread of communicable disease</p> <p>Demonstrate an understanding of proper food handling procedures</p> <p>Demonstrate knowledge of state licensing regulations related to medication management</p> <p>List 5 culturally relevant community resources for children with special needs. Include addresses and phone numbers</p>	<p>Guest speaker, Public Health Nurse. Question and answer sessions</p> <p>In basket exercise...Have participants pull situations and discuss as a group and present the appropriate method</p> <p>Have participants develop a resource manual that is reflective of various communities.</p>	<p>Puzzle Solutions</p> <p>Have participants solve various puzzles that reflect appropriate methods</p>	<p>Pamphlets on Health, safety, and communicable diseases.</p>
D. Safety	5 Hours	<p>Demonstrate knowledge of child abuse indicators and mandatory reporting procedures</p> <p>Identify from scenarios, situations that reflect differences in family practices but do not require mandatory reporting of child abuse or neglect</p> <p>Demonstrate knowledge of safety procedures and accident prevention</p>	<p>Diversifying the guest speakers who come from Child Protective Services (CPS)</p> <p>Role play</p> <p>Have providers develop culturally relevant scenarios that may or may not require mandatory reporting.</p>	<p>Have participants respond individually to certain role-plays. Once participants have responded discuss as a larger group. Collect responses at end</p>	<p>Health and Safety stickers and posters.</p>

20-Hour Basic Training Sample Curricula

Model Curriculum for Basic Child Care Center Training

If training Child Care Center Staff you should use this curriculum. If training School-Age Program Staff or Family Child Care Providers you may use this curriculum.

To download this curriculum at no cost, go to <http://www.del.wa.gov>. To receive a hard copy for \$22.14, go to www.prt.wa.gov or contact Washington State Department of Printing at:(360) 586-6363.

Model Curriculum for Initial School-Age Training

If training School-Age Program Staff you may use this curriculum. Call the Department of Early Learning at (360) 725-4671. Free, Available in English or Spanish

Building Blocks Training Guide

If training Family Child Care Providers you may use this curriculum. Call Washington State Child Care Resource and Referral Network at (253) 383-1735. Cost is \$25.00. Available in English or Spanish.

Continuing Ed Core Competency Areas

Below is a brief overview of what skills and knowledge providers are expected to obtain as a result of participating in training conducted under the specific core competency areas. A trainer must develop learning outcomes that will support the development of such skills and knowledge. Trainers may apply to be a continuing education trainer in one or more areas.

Administration: Be able to effectively and efficiently operate a program or school that assures quality services to young children and their families.

Child Growth, Development & Learning: Understand the nature of growth and development and the adult's role in supporting a child's development and learning.

Child Guidance: Use organizational and guidance strategies that foster responsibility, autonomy, self-reliance and positive social interactions; respond to children with respect, acceptance, comfort, and acknowledging their individual diversity.

Communication: Communicate effectively with children, parents, other caregivers, and colleagues.

Cultural & Individual Diversity: Understand families as the primary context for children's learning and development, respect diversity in family structures and values, and develop skills in interacting with parents in ways that enhance children's educational success.

Curriculum Development: Understand that learning experiences are designed to meet the needs of all children, promote creativity, develop awareness of cultural backgrounds and diverse needs, and stimulate learning in all developmental areas.

Environmental Design: Be able to plan and create an atmosphere, using physical and human elements, that fosters children's involvement and development and promotes children's self-esteem, social interaction and joy of learning.

Family Systems: Maintain an open, friendly and cooperative relationship with each child's family, encouraging family involvement and supporting the child's relationship with his or her family.

Health, Safety and Nutrition: Promote good health and nutrition and provide a safe environment for children.

Observation and Assessment: Develop skills in observation, assessment, documentation and methods of reporting to family members.

Professionalism: Make decisions based on knowledge of theories and best practice, advocate for quality in programs and schools, and improve one's competence, both for personal and professional growth.

Continuing Education Sample Outline

Sample Outline of Training Counting Toward Continuing Education Requirement

Topic..... Ages and Stages of Development

Competency Area Child Growth and Development

Time Allotted 4 Hours

Key Learning Outcomes	Activities Actively Engaging Participants & Honoring Learning Styles and Culture	Methods for Assessing Learning	Resources Provided to Participants
<p>1. Participants will learn how to identify the stages of development in infants, toddlers and preschoolers</p>	<p>Participants will be actively engaged through the following: questions and answers, dialoging, role playing, and scenario discussions</p> <p>Participants will participate in a variety of activities that include: hands-on activities, video viewing, role-playing, journal writing, networking, and reflective writing</p>	<p>Through role-playing and small group activities, participants will be asked to identify the stages of development in an infant, toddler, or preschoolers. Participants will be asked to list or describe the behaviors typical at the stage of development</p>	<p>Growth Chart Wheels that are distributed by the Department of Health</p> <p>Provide a diversity of articles that address child growth and development from various cultures</p>
<p>2. Participants will learn how to effectively plan for children's stages of development</p>	<p>Participants will be actively engaged in curriculum planning through the following: small group activities, make and takes, questions and answers, dialoging, role-playing, and scenario discussions</p> <p>Offering a variety of ways for the participants to demonstrate that their ability to plan will honor the participants learning styles and culture.</p> <p>Participants will have an opportunity to present their activity orally, in writing, or through demonstration</p>	<p>Participants are asked to design a sample activity to support the development of a child at a particular stage.</p> <p>Assessment will occur through dialoging with the participant about his or her activity</p> <p>Assessment will occur when reviewing participant's activity sheet</p>	<p>Sample Curriculum Sheets</p> <p>Curriculum Books</p>

Implementing Trainer Standards

1. Trainers are expected to incorporate anti-bias & culturally relevant principles into their training content and format.

When a trainer provides training in a culturally relevant anti-bias manner, the trainer first creates a learning community by being aware of the learners who are present and doing a brief assessment of what each participant brings to the table. Using this information, the trainer speaks to who is present while being aware of issues of power based on racism, sexism, classism, homophobia, and ableism that interfere with an equitable learning community. The trainer models adult interaction and provides strategies, resources, and materials that members of the audience can use in their work environments.

Providing training in a culturally relevant anti-bias manner means the trainer's language, facilitation and communication styles, and the materials, resources and books used reflect the cultural and linguistic backgrounds of the audience. In this environment, the trainer recognizes and takes action when she/he or others in the class are acting in a biased or oppressive manner based on ethnicity, culture, class, gender, language, sexual orientation, disability, or age. The trainer also affirms and celebrates diversity and promotes activism. When a culturally relevant anti-bias approach is woven through the training content, the skills, knowledge and concepts being learned reflect the cultural and linguistic backgrounds of the audience as well as the backgrounds of the children, youth and families with whom they work.

It is essential that early childhood and school-age care and education trainers become skilled in cultural relevancy and anti-bias approaches and practices. The following are strategies for trainers:

1. Educate yourself about the general nature of systems of oppression including racism, sexism, classism, ableism, and homophobia. Learn how they function and how they are maintained. In addition, understand the nature of social change (taking action) and its possibilities for justice and human empowerment.
2. Engage in self-reflection. Learn about the ways that you perpetuate the oppression of others through racism, sexism, classism, ableism, and/or homophobia. For example, if you are European American, learn about the ways you oppress people of color through the unearned privilege you receive, just by being white. If you are a person of color, learn about the ways in which you may have internalized oppression about yourself and other people of color.
3. Educate yourself about the cultural patterns as well as the struggles of people in the major cultural and ethnic groups in the United States, to prepare yourself for those you might meet in trainings.
4. Consider training with a partner. Team with trainers from ethnic and cultural groups other than your own or with trainers who speak a language you don't, to meet the needs of a particular audience.
5. Use accurate, respectful materials (handouts, children's books, photos, scenarios) that reflect the cultural and linguistic backgrounds of attendees and those they work with, as well as communities not represented.
6. Pay attention to whose perspectives and whose voices are represented through the research, books, handouts, and other materials you share. Try to have a balance of materials written by

European Americans and people of color When talking about child development, make sure the perspectives reflect that of many cultures. For example, when presenting a topic about the importance of play, include information on cultural differences in children's play.

7. If necessary, make changes to the physical environment so that it is welcoming to all. Scan the environment to ensure that there are no images or words that may be offensive (for example, if you are training in a child care facility, look out for alphabet posters that use "I" for "Indian"). Add soft and colorful elements to the environment such as fabrics, dolls, instruments, and children's books, if appropriate.
8. Keep at the forefront of your thinking that all individuals, including those that are European American, have culture and ethnicity. In addition, recognize that all individuals bring multiple perspectives to any learning situation as a result of their ethnicity, culture, gender, language, class, age, sexuality, and/or physical abilities.
9. Be acutely aware of who is speaking and engaged in discussions and activities and who is not. Make it a point to create a space where all can participate. This requires that safe and equitable learning communities be created where all voices can be heard. Some accomplish this by developing "ground rules" or "working agreements" that all agree on.
10. Become skilled at gently and respectfully challenging others and stopping hurtful behavior when biased assumptions or stereotypical comments are made.
11. Recognize that everyone is the expert on his/her own experiences and that each person's experiences contribute to the learning community. Never assume that a person can speak for everyone in his or her cultural or ethnic group.
12. Continually educate yourself about the most current and generally accepted terms for cultural and ethnic groups, people with disabilities, people in various socio-economic groups, and people who are gay or lesbian. Remember that each person has the right to define how he or she wants to be called. Listen to the terms people use in conversations to describe themselves to get an idea of what terms are the most appropriate with a particular audience. When in doubt, ask what term or name a person would like to be called by.
13. Learn how to pronounce people's names, even if they are difficult for you. Privately ask for help if you are having difficulty with a particular person's name.
14. Keep in mind that all learners have their own learning styles and modes of communication. Use a variety of teaching techniques (lecture, small groups, large group discussions, role plays, etc.) to ensure that each participant has an opportunity to engage in the type of education they learn the best from.

Additional Resource

Diversity in Early Care and Education: Honoring Differences (NAEYC 5th Edition) by Janet Gonzalez-Mena. McGraw Hill, 2008.

2. Trainers are expected to develop and implement learning outcomes for participants in each training. Learning outcomes are skills or knowledge participants would gain as a result of taking the training.

STARS has learning outcomes for the 20-hour basic training. (See Page 20-22.) For training meeting the continuing education requirement, trainers should develop learning outcomes for participants while planning the training.

One way to develop learning outcomes is to use two categories: skills and knowledge. For skills, list specific behaviors or skill competencies you want participants to master as a result of taking your training. Use action words such as to plan, to develop, to change, to show, to demonstrate, to use, to relate. For knowledge, list key concepts, ideas or theories you want participants to understand as a result of taking your training. Use action words such as to understand, to identify, to describe, to explain, to compare and contrast, to analyze, to recall. Many trainers try to accomplish too much in one training. Try to focus on only one, two or three learning outcomes per training. (*Adapted from Workshop Essentials: Planning and Presenting Dynamic Workshops by Paula Jorde Bloom, New Horizons, 2000, pages 38-39.*)

Keep in mind that learning outcomes should be:

- Clear and sufficient to enable the trainer and participant to judge the level of the participant's knowledge or skill.
- Clear enough for the participant to understand what she/he needs to be able to demonstrate.
- Give the participant an opportunity to provide evidence of meeting the outcome.

(*Adapted from Skills Standards Assessment and Curriculum Manual, State Board of Community and Technical Colleges, 2001, page 5.*)

3. Trainers must foster concrete learning experiences for each participant by considering and planning for all learning styles – visual, auditory, tactile, kinetic and eclectic.

Adults take in information in a variety of ways.

- through their eyes – visual learning.
- through their ears – auditory learning.
- through touch – tactile learning.
- through movement - kinetic learning.
- through a variety of sources – eclectic learning.

Visual learners learn best when information is written out. Pictures, charts, graphs, videos, overheads and PowerPoint presentations help them learn. Auditory learners learn best when they hear things spoken. Discussions, lectures, stories, and audiotapes help them learn. Tactile and Kinetic learners learn best when they can touch and feel something or are moving around. Hands-on activities, games, role-plays, acting out scenarios help them learn. (*Adapted from Workshop Essentials: Planning and Presenting Dynamic Workshops by Paula Jorde Bloom, New Horizons, 2000, page 25.*)

You can determine if you are considering and planning for a variety of learning styles by using a checklist. List each separate learning activity in your training and check the sensory activities to which it appeals. (*Adapted from Who, Me Lead a Group? by Jean Illsely Clarke, Harper and Row, Publishers, 1984, pages 29-31.*)

Learning Activity	Listen	See	Speak	Write	Move	Interact
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Following are sample concrete learning activities. Some can also be used to assess participants' learning.

A. Brainstorming

Description: One of the purposes of brainstorming is to involve a large group of people in a discussion or to try and get several suggestions in a short period of time from each participant in a large audience.

Sensory Activities: Listening, Speaking and Writing.

Time Allotted: 10-15 minutes-depends on subject

Materials: Markers and newsprint/easel paper for recording participants' ideas

Procedures

1. The trainer describes the technique to participants verbally and provides written instructions. Instructions can also be window paned with a picture in each square to symbolize the step.
2. Participants are given a topic or issue.
3. The trainer can record, or the trainer can select an individual to publicly record participants' ideas and thoughts.
4. After the participants finish sharing their ideas and thoughts, or after a specific time has expired, the participants critique, discuss, and evaluate how each idea or thought will contribute to most effectively managing the situation.

B. Buzz Session

Description: The purpose of a buzz session is to involve a large group of people in a discussion or to try and get several suggestions in a short period of time from each participant in a large audience.

Sensory Activities: Listening, Speaking, Writing, Interacting

Time Allotted: 3-5 minutes-depends on subject

Materials: Markers and newsprint/easel paper for recording participants' ideas

Procedures

1. The trainer describes the technique to participants verbally and provides written instructions. Instructions can also be window paned with a picture in each square to symbolize the step.
2. The trainer divides the group into sub-groups (3-5 persons).
3. The trainer gives each sub-group specific directions to follow.
4. Participants in the sub-group pick a leader who will also be the recorder and reporter for the group.
5. In the sub-groups, the leader solicits ideas from each participant and records his/her ideas and thoughts.
6. In the sub-groups, the leader and the group come to a consensus of opinion or make a vote on a particular subject and report back to the larger group.
7. The trainer can select an individual to publicly record participants' ideas and thoughts.
8. After participants finish sharing, or after a specific amount of time, participants critique, discuss, and evaluate how each idea or thought will contribute to most effectively managing the situation.

C. Scenario

Description: The scenario is a specific situation presented to participants either orally, in writing, or visually. One of its purposes is to present a problem in detail, to enable participants to analyze and develop steps for effectively managing the problem.

Sensory Activities: Listening, Seeing, Interacting

Time Allotted: 10-15 minutes-depends on subject

Materials: TV-VCR if using video scenarios, markers and newsprint/easel paper for recording participants' ideas, various scenarios (participants can create scenarios they have experienced or may encounter).

Procedures

1. The trainer describes the technique to participants verbally and provides written instructions. Instructions can also be window paned with a picture in each square to symbolize the step.
2. The trainer divides the group into sub-groups (3-5 persons).
3. The trainer gives each sub-group a scenario.
4. The sub-group comes up with ways for effectively managing the scenario.
5. After each person shares, the leader and the group come to a consensus of opinion or make a vote on a particular subject and reports back to the larger group.

D. Interviewing

Description: The purpose of an interview is to elicit specific information from another person. It requires at least one person to conduct the interview and one person who will be interviewed.

Sensory Activities: Listening, Speaking, Writing, Interacting

Time Allotted: 15-30 minutes

Materials: Pen, paper, recorder-something to record interviewees' responses.

Procedures

1. The trainer describes the technique to participants verbally and provides written instructions. Instructions can also be window paned with a picture in each square to symbolize the step.
2. Participants pair off; one participant is the interviewer and the other is the interviewee.
3. Participants interview each other regarding the topic being discussed.
4. Participants can record each others' responses.

E. Lecture

Description: A professional in his or her area of expertise defines a lecture as a mini, formal, oral presentation. It can be used to present factual information in a direct, logical and sequential manner, to stimulate thinking, to entertain, or to motivate an audience.

Sensory Activities: Listening and Seeing

Time Allotted: 30 minutes

Materials: Markers, newsprint, blackboard, overhead

Procedures

1. The trainer describes the technique to participants verbally and provides written instructions. Instructions can also be window paned with a picture in each square to symbolize the step.
2. The trainer introduces the topic that he or she will lecture on.
3. If someone other than the trainer is lecturing, the trainer should introduce the lecturer and his/her topic.

F. Role-Playing

Description: Role-playing is the dramatization of a specific event or situation

Sensory Activities: Listening, Seeing, Speaking, and Moving

Time Allotted: 5-10 minutes-depends on subject

Procedures

1. The trainer describes the technique to participants verbally and provides written instructions. Instructions can also be window paned with a picture in each square to symbolize the step.
2. The participants, who will be the actors, will set the scene for the audience before the role-playing begins.
3. The participants act out or role-play the situation.
4. After the role-play, the large group discusses the role-play and identifies what they say and learned.

G. Role Reversal

Description: Role reversal is when a person changes position with another person. For example, when a mother acts the role of a father and the father acts the role of the mother. Or, when an employer acts out the role of the employee and the employee acts out the role of the employer. This is effective in developing an understanding of what it is like to be in “someone else’s shoes”.

Sensory Activities: Listening, Seeing, Speaking, Moving

Time Allotted: 5-15 minutes-depends on subject

Materials: Materials that one would need to act out specific roles

Procedures

1. The trainer describes the technique to participants verbally and provides written instructions. Instructions can also be window paned with a picture in each square to symbolize the step.
2. The trainer seeks volunteers or selects volunteers to perform the role reversal.
3. The trainer sets ground rules for the role reversal.
4. Within the ground rules, the participants act out their perception of the behavior, attitude, or performance of the role they have assumed.
5. When the acts of role reversal are complete, the large group debriefs the activity.

H. Skit

Description: A skit is a detailed script or well-defined situation that is dramatized by two or more persons. It is illustrated in a short period of time.

Sensory Activities: Listening, Seeing, Speaking, Moving

Time Allotted: 5-10 minutes

Materials: Specific materials needed to act out skit

Procedures

1. The trainer describes the technique to participants verbally and provides written instructions. Instructions can also be window paned with a picture in each square to symbolize the step.
2. The trainer seeks volunteers or selects volunteers to perform the skit.
3. The trainer sets ground rules for skit.
4. Within the ground rules, the participants perform the skit.
5. When the skit is completed, the large group debriefs the activity.

I. In Basket Exercise

Description: The In Basket is a basket filled with confusing and complicated situations that are designed to illustrate real situations. One purpose is to assist in the development of management and design making skills.

Sensory Activities: Listening, Speaking, Interacting

Time Allotted: 5-15 minutes

Materials: Index cards that include pre-designed experiences, markers/pens, and newsprint/easel paper for recording participants' responses

Procedures

1. The trainer describes the technique to participants verbally and provides written instructions. Instructions can also be window paned with a picture in each square to symbolize the step.
2. Participants are read the description of a specific situation.
3. The description is detailed enough to provoke assumptions or conclusion by the participants.
4. The trainer selects or seeks volunteers to be on a panel.
5. The panel conducts the exercise to develop ways to manage the situation. The exercise may or may not involve audience participation.
6. After the panel completes its exercise or after a specific time has expired, the participants critique, discuss, and evaluate their conclusions.

J. Small Group Breakouts

Description: One of the purposes for this exercise is to have participants complete certain tasks. It promotes planning, discussions, networking, and cooperative learning

Sensory Activities: Listening, Speaking, Writing, Interacting

Time Allotted: 30 minutes-depends on task

Materials: Markers, and newsprint/easel paper for recording participants' ideas

Procedures

1. The trainer describes the technique to participants verbally and provides written instructions. Instructions can also be window paned with a picture in each square to symbolize the step.
2. The trainer issues instructions and assists the group in dividing into subgroups.
3. The trainer can assign certain tasks to certain groups based on their positions, geographic location, interests or other factors.
4. After being assigned a task, the small groups meet for a specific period of time.
5. After participants finish sharing their ideas and thoughts, or after the specific time has expired, the participants prepare to report back to the larger group.
6. After each group reports, the trainer summarizes the exercise and accomplishments of the small groups.

4. Trainers must assess participants learning related to the learning outcomes through direct and indirect evidence.

Assessment is defined as to sit beside or near; to evaluate. To assess participants' learning, the trainer needs to observe sample behavior and evaluate performance based on clearly identified learning outcomes or criteria. Through assessment, the trainer confirms the participants' skills and knowledge.

Assessment of learning is best when there are multiple perspectives including the participant's own perspective. Self-assessment is an important tool for one's own growth and learning.

Trainers should use a variety of methods to assess participants' learning considering the learning styles and cultural backgrounds of the participants. Assessment methods include:

- Observation of participant by trainer or other professional.
- Role-play.
- Journal writing in which participant reflects on his/her learning experiences and applies information from the training to practical situations.
- Written or oral responses to questions.
- Self-assessment by participant.
- Responses to scenarios which require the participant to apply information from the training to a practical situation.

5. Maintain high standards of professional conduct in their STARS role.

Your attitudes and behaviors as a STARS approved trainer influence the learning environment you create and reflect on the STARS program. As a trainer, you should give careful attention to your attitudes and behavior and the impact they have on others. Professional attitudes and behaviors for trainers include, but are not limited to:

- « Having a positive attitude about teaching, learning and STARS.
- « Incorporating current knowledge and best practices of early childhood education, child development, and school-age care into one's trainings.
- « Being open to new ideas and being willing to learn from the suggestions of others.
- « Communicating effectively with diverse groups of people.
- « Supporting and respecting other early childhood and out-of-school time professionals.
- « Advocating for children, their families and their teachers and caregivers.
- « Recognizing how personal values, opinions and biases can affect professional judgment.
- « Providing clear expectations for student and trainer conduct (e.g. student participation in class, trainer availability for questions and feedback.)

Ask yourself how you do in each of the above attitudes or behaviors.

6. Participate in continuing professional development opportunities.

As professionals, STARS trainers should continue to learn, grow and develop. Trainers should aim to take at least 10 hours of continuing education each calendar year as required of child care and school-age care providers. Attend a variety of presentations each year as a participant and observer of training styles and techniques. Consider conducting a self-assessment of your skills and knowledge as a trainer. A sample is included beginning on page 33 of this section. Identify skills you want to improve and/or knowledge you want to gain or increase. Then determine how and by when you will meet those goals. Methods include using a mentor or colleague's expertise, and studying books, articles or information from the internet.

Sample Trainer Assessment

Based on Self Assessment Document adapted by Barbara Clampett (Peninsula College, 2000) from *Skill Standards for Customized Trainers*, Renton Technical College, Dr. Norma Goldstein and Susie Navone, 2000.

Directions

1. Read each item and rate your current level of development according to the following rating scale.
 - NA: This does not relate to my responsibilities as I understand them.
 - Low: I have minimal understanding, confidence, knowledge and skill to actively contribute and/or function in relation to this item.
 - Moderate: I have enough understanding, confidence, knowledge and skill to actively contribute and/or function with minimal supervision and/or support for this item.
 - High: I have enough understanding, confidence, knowledge and skill to contribute and/or function effectively without supervision and/or support for this item.
 - Very High: I have enough understanding, confidence, knowledge and skill to contribute and/or function effectively and enough expertise to teach/lead other trainers.
2. In the space provided under each skill standard area, indicate which key activities are training priorities for you.
3. Summarize your strengths and areas for growth in each skill area on the Professional Development Summary.
4. Develop and implement a plan for improvement for identified areas for growth.

A. Manage Learning Environments

Key Activity	As a trainer, to what level are you able to:	NA	Low	Mod.	High	Very High
A1	Obtain required equipment, systems, tools, supplies and materials.					
A2	Set up instructional systems, equipment and/or tools.					
A3	Maintain instructional systems, equipment and/or tools.					
A4	Develop a growth and replacement plan for instructional systems, equipment and/or tools.					
A5	Supervise learning environments.					
A6	Research, select and evaluate learning environments.					
A7	Evaluate and monitor the safety of the instructional areas and practices.					

Comments about strengths or need for growth for this work function:

B. Develop Outcomes, Assessments and Curricula

Key Activity	As a trainer, to what level are you able to:	NA	Low	Mod.	High	Very High
B1	Identify, evaluate and modify current outcomes.					
B2	Create, evaluate and modify curriculum.					
B3	Create, evaluate and modify assessments.					
B4	Implement curriculum, outcomes and assessment.					
B5	Integrate curriculum with other trainers and in other instructional areas/institutions.					

Comments about strengths or need for growth for this work function:

C. Develop Customized Training

Key Activity	As a trainer, to what level are you able to:	NA	Low	Mod.	High	Very High
C1	Develop, review and update training program plan.					
C2	Recruit and work with employers to meet changing needs of the training program and industry.					
C3	Identify, evaluate and modify training program outcomes and assessments.					
C4	Research, identify, evaluate and implement current industry standards and trends.					
C5	Coordinate program development with other trainers and organizations.					
C6	Develop customized training programs.					

Comments about strengths or need for growth for this work function:

D. Provide Student Instruction

Key Activity	As a trainer, to what level are you able to:	NA	Low	Mod.	High	Very High
D1	Prepare and/or gather current instructional materials and equipment.					
D2	Provide individual and group instruction.					
D3	Initiate, develop and implement student assessments.					
D4	Modify instructional materials and methods based on student and industry assessments and feedback.					

Comments about strengths or need for growth for this work function:

E. Provide Support and Guidance to Students

Key Activity	As a trainer, to what level are you able to:	NA	Low	Mod.	High	Very High
E1	Respond to student needs.					
E2	Provide information or referrals to meet student needs.					

Comments about strengths or need for growth for this work function:

F. Perform Administrative Functions

Key Activity	As a trainer, to what level are you able to:	NA	Low	Mod.	High	Very High
F1	Perform documentation and record keeping duties.					
F2	Record and submit student grades or completion reports.					
F3	Serve on committees, if applicable.					
F4	Provide input for training program, schedules, and publications of organization, if applicable.					
F5	Develop and manage budgets.					
F6	Research and assist with writing and implementing grants and targeting financial resources, if applicable.					

Comments about strengths or need for growth for this work function:

G. Create and Maintain a Professional Environment

Key Activity	As a trainer, to what level are you able to:	NA	Low	Mod.	High	Very High
G1	Collaborate with trainers, other colleagues, and students.					
G2	Work with training program advisory committee, if applicable.					
G3	Serve on training program committees, if applicable.					
G4	Maintain current knowledge of field.					
G5	Participate in professional networking.					
G6	Develop a professional development plan.					
G7	Promote a professional instructional environment.					

Comments about strengths or need for growth for this work function:

H. Market Customized Training

Key Activity	As a trainer, to what level are you able to:	NA	Low	Mod.	High	Very High
H1	Participate in corporate, organization and community events, as applicable.					
H2	Serve on advisory committees and/or other community groups, as applicable.					
H3	Provide information for prospective students.					
H4	Develop and manage public relations and publicity information.					
H5	Perform recruiting activities.					

Comments about strengths or need for growth for this work function:

I. Learn and Adapt New Technologies

Key Activity	As a trainer, to what level are you able to:	NA	Low	Mod.	High	Very High
I1	Obtain and maintain certification on program-specific technology, as applicable.					
I2	Maintain current knowledge of technology in the field.					
I3	Identify, evaluate and implement emerging technologies according to industry standards.					
I4	Identify, evaluate and implement new instructional technologies.					

Comments about strengths or need for growth for this work function:

J. Perform Management Functions

Key Activity	As a trainer, to what level are you able to:	NA	Low	Mod.	High	Very High
J1	Perform documentation and record keeping duties.					
J2	Mentor, orient and support new trainers.					
J3	Manage instructional and program assistants, if applicable.					
J4	Research and assist with writing and implementing grants and targeting financial resources, as applicable.					

Comments about strengths or need for growth for this work function:

Trainer Professional Development Summary

Critical Work Function	Strengths	Areas for Growth
A. Manage Learning Environments		
B. Develop Outcomes, Assessments and Curricula		
C. Develop Customized Training Programs and Materials		
D. Provide Student Instruction		
E. Provide Support and Guidance to Students		
F. Perform Administrative Functions		
G. Create and Maintain a Professional Environment		
H. Market Customized Training		
I. Learn and Adapt New Technologies		
J. Perform Program Management Functions		

Si desea información en Español, comuníquese a la extensión 27

STARS TRAINING CONCERN GUIDELINES

Washington STARS is committed to supporting quality training experiences. If you have a concern about a training offered to meet STARS training requirements or a trainer or organization approved to offer such trainings, report it by following the steps below.

- Step 1 - Notify training source about concern and try to resolve the concern. Proceed to Step 2 only if the concern cannot be resolved with the training source.
- Step 2 - If the concern relates to an area within the Standards and Responsibilities, identified below, report your concern to STARS Trainer Services by using the Training Concern Form (over).

Standards and Responsibilities of STARS approved Training Sources

Trainers and training organizations are required to meet all of the following Standards and Responsibilities. There are a variety of ways to meet these standards.

1. Develop & put into practice learning outcomes for each training. Learning outcomes are skills or knowledge participants would gain as a result of taking the training.
2. Use activities that assess the participant's learning.
3. Maintain high standards of professional conduct in their STARS role.
4. Use activities that honor each participant's learning style(s).
5. Use activities that honor the cultures of the participants and incorporate anti-bias principles.
6. Participate in continuing professional development opportunities.
7. Report all trainings within 30 days of the training ending date.
8. Provide participants with a training evaluation form, certificate of completion and receipt (if payment was made for training) within one week following the training end date.
9. Keep attendance rosters and evaluation forms on file for one year.
10. Update the STARS Registry or notify WAEYC in writing of other information changes.

Process

Within 15 working days of receiving the completed Training Concern Form, the STARS Program Coordinator will review the written concern and notify the complainant that the concern is being addressed or that the concern does not fall within the scope of the Standards and Responsibilities. If the concern relates to an area within the Standards and Responsibilities listed above, the training source will be notified and asked to respond. If the response indicates that the Standards and Responsibilities were not met but will be met in the future, the concern is considered to be resolved. If the response indicates that the Standards and Responsibilities were not met and will not be met in the future, the trainer sanctions process will be implemented.

The STARS Program Coordinator determines if the complainant should be notified of the outcome.

The purpose of Washington STARS is to ensure quality care for all children in our state through increased opportunities for basic and ongoing training for child care and early education and school-age care providers. WAEYC (Washington Association for the Education of Young Children), through a contract with the Department of Early Learning administers STARS Scholarships, Trainer and Training Approval and Provider Services.



841 N Central Ave #206 ★ Kent, WA 98032
(253) 854-2565 x15 ★ (800) 727-3107 x15 ★ stars@waeyc.org

STARS TRAINING CONCERN

Who should complete this form?

Any individual who has a concern about a training offered to meet STARS training requirements or a trainer or organization approved to offer such trainings.

Your Information

Optional - If provided, your information will be kept confidential and used to follow up with you on your concern.

Name _____

Email Address _____

Contact Phone Number (_____) _____ - _____

Mailing Address _____

City _____ State _____ Zip _____

Have you spoken about your concern to the trainer/organization that provided the training? ___Yes ___No

Concern Information

Name of STARS approved training source _____

Title of training in question _____

Training Start Date ____/____/____ Training End Date ____/____/____

Provide a detailed and objective description of your concern including specific examples as they relate to the Standards and Responsibilities (over). You may use additional paper if necessary. PLEASE PRINT.

Signature _____ Date ____/____/____

Frequently Asked Questions

Should trainings be reported prior to the start date?

Trainers are required to report training within 30 calendar days of the training end date (*see Standards & Responsibilities, page 11*). However, posting training on the STARS Registry a few weeks prior to the start date is a great way to promote the training.

How should training offered in Spanish be reported?

When offering a training in English as well as Spanish, please report the class as two separate trainings - one in English, one in Spanish. This way Spanish speaking child care providers can more easily search for training in the Registry for training in Spanish.

How do I update my contact information?

Notify WAEYC in writing if your mailing address, telephone number, or email changes. Updating contact and other information is one of the STARS Trainer Standards & Responsibilities. Outdated contact information in the Registry can result in missed STARS updates or interfere with your STARS Trainer Renewal (*see Standards & Responsibilities, page 11*).

If approved to offer the 20-Hour Basic Training, can I train my staff?

While STARS approved training sources may only offer up to 6 hours of continuing education each year to their own employees or others working in the child care facility, trainers approved to offer the 20-Hour Basic Training may train their own staff.

Should evaluation forms be submitted to WAEYC?

STARS trainers should keep information about trainings (eg. Available Training Forms, Training Completion Reports, Evaluations) on file for one year (*see Standards & Responsibilities, page 11*). Child Care Providers are welcome to submit Evaluation Forms to WAEYC. WAEYC will forward all Evaluation Forms received to the trainer.

What is the process for reporting training if a participant does not provide his/her STARS ID Number at the time of the training?

Trainers are required to report participants who have successfully completed the training and provided their STARS ID Number within 30 calendar days of the training end date (*see Standards & Responsibilities, page 11*). Participants who have forgotten their number may contact WAEYC at (253) 854-2565 x17 to obtain their number or learn how to update their training record.