EARLY WORDS
Language & Literacy
A Statewide, Standardized Oregon Professional Development Program

MULTNOMAH COUNTY LIBRARY
THE OREGON CENTER FOR CAREER DEVELOPMENT IN CHILDHOOD CARE AND EDUCATION at Portland State University

Curriculum Evaluation Report

August 2012
Early Words, Series 1 and 2
Curriculum Evaluation
August 2012

An evaluation of the two Early Words training curricula, Series 1 and Series 2, was conducted during the fiscal year of 2011-12 and was concluded in August 2012. Oregon Center for Career Development in Childhood Care & Education (OCCD) followed the evaluation protocol as established by the Quality Assurance Subcommittee of the Professional Development Committee. This report will describe the Early Words curriculum, the history and development of the curriculum, the evaluation method, and findings and recommendations.

Description of the Curriculum

**Early Words Series 1** was developed in 2000 and is comprised of six sessions which were designed to be offered as stand-alone sessions.

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Words: Leap Into Literacy</td>
<td>Come learn how to encourage language and literacy for the children in your program.</td>
</tr>
<tr>
<td>Early Words: The Magic of Children’s Books</td>
<td>How to choose a book. How to read a book and still keep the children’s interest!</td>
</tr>
<tr>
<td>Early Words: Rainbow of Words</td>
<td>Practical tips on how to best work with children learning new languages, plus ideas on linking home and family to your activities.</td>
</tr>
<tr>
<td>Early Words: Hey, Baby! Can We Talk?</td>
<td>Learn to read the signs a baby is sending you and how to best respond.</td>
</tr>
<tr>
<td>Early Words: Again! Again!</td>
<td>Does talking and reading to on-the-go toddlers seem impossible? Helpful hints for engaging children while saving your sanity.</td>
</tr>
<tr>
<td>Early Words: ABC’s and Beyond</td>
<td>Ideas on how to feed preschool children’s growing interest in language and literacy.</td>
</tr>
</tbody>
</table>

**Early Words Series 2** was developed in 2006 by Multnomah County Library in partnership with Oregon Center for Career Development in Childhood Care and Education. Early Words Series 2 is composed of three stand-alone sessions. To receive the trainer materials on the three new sessions, Early Words trainers were invited to a “refresher” train the trainers session in June of 2006. Forty one of the original Early Words trainers attended the refresher.
<table>
<thead>
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<th>Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Early Words: Discovering Words</td>
<td>Discover effective and creative ways to help children with language delays.</td>
</tr>
<tr>
<td>Early Words: Snuggle Up and Read</td>
<td>Help parents learn what they can do at home to continue their child’s development in language and literacy.</td>
</tr>
<tr>
<td>Early Words: Coloring a Child’s World</td>
<td>Learn how to foster the skills that children need to learn how to read.</td>
</tr>
</tbody>
</table>

History and Development of Early Words

Early Words was developed in 2000 by Oregon Center for Career Development in Childhood Care and Education (OCCD), Multnomah County Library, and Mt. Hood Community College. Funding came from Commission on Children of Multnomah County, Great Start; United Way; Legacy Health System; Oregon Community Foundation; and U.S. Department of Health and Human Services. The primary author, Dr. Christyn Dundorf, was guided by an advisory committee. Renea Arnold, Christyn Dundorf, and Joann Contini served as primary training staff for the training of trainers.

Early Words Series 2 was added in 2006, funded by the Multnomah County Library. Again, OCCD and Multnomah County Library collaborated on the development of the training materials and the offering of a refresher for Early Words trainers. Those who attended the refresher received the materials for the additional three sessions.

Since inception in 2000, 161 trainers in Oregon have been trained to deliver Early Words, Series 1. As of June 30, 2012, 117 were listed as active trainers. In 2006, all active Early Words trainers were invited to the refresher, and 41 attended. Of those, 31 were listed as active on June 30, 2012.

Evaluation Method and Data Collection

In fiscal year 2011-2012, OCCD determined that Early Words curriculum should be reviewed and evaluated. The decision was driven by the current federal and state attention to early literacy development as an essential foundation for success in school and life. The curriculum has continued to be offered by various Early Words trainers around the state, and it seemed to be timely to examine it for its currency, efficacy and effectiveness.

The evaluation method included two major sources of data: 1) electronic surveys of Early Words trainers, and 2) review and analysis of content by experts in language and literacy development of young children. Under the guidance of the Quality Assurance Subcommittee, a small work group was formed, chaired by Emily Haworth and consisting of two Early Words trainers. Emily is training coordinator at Child Care Resource & Referral of Marion, Polk & Yamhill Counties. One of the trainers is a certified family child care provider in Portland and a certified Community Trainer, and the second is a program manager in one of the Oregon Coalition for Child Development (OCDC) centers and a certified Master Trainer. Several others were invited to join but were unable to attend the work group meeting.
Survey of Trainers

Questions for an electronic survey were developed by OCCD staff, based on previous trainer surveys. The link to the survey was sent by email on March 13, 2012 to the 112 active Early Words trainers who had email addresses. Trainers were assured of anonymity and were asked to respond even if they had never offered an Early Words session. Following receipt of the email, three trainers notified OCCD that they wished to be deactivated as Early Words trainers, and 22 of the emails were initially undelivered. Of those 22 undeliverable, new email addresses for 10 were found, and the survey link was resent to the new email addresses. A reminder email was sent on March 22, 2012. The total number of potential survey respondents was 97.

Of the 97 potential respondents, 36 complete the surveys, representing a 37.1% response rate. The lower than anticipated response rate is most likely due to the fact that Early Words has been in existence for a long time, and many of the trainers may have felt out-of-touch with the curriculum.

Content Experts’ Reviews

Two content experts were asked to complete a review and analysis of the curriculum, using a review form. They were selected as content experts because of their vast knowledge of language and literacy development. Dawn Terrill is a nationally known trainer and consultant in the topics of language development, language acquisition and children’s literacy development, and Katie Anderson has extensive experience with training curricula in literacy development and in her capacity at the state library has vast knowledge of literature for children.

The specialists received binders that were compiled by OCCD staff. The binders included sections for each of the nine sessions that included the trainer support materials, copies of the overhead transparencies, and participant materials. Both developed written critiques that included their analysis of the accuracy, effectiveness, and efficacy of the trainer materials, the content of the individual sessions, and curriculum in its entirety. Their critiques were combined into one document.

Analysis of Data and Findings

The results of the trainer survey and the combined content experts' reviews were delivered to the work group chair and its members for their review, suggestions, and recommendations. The work group met on July 23, 2012. An OCCD staff member attended to take notes of their discussion and conclusions and their work group report. Following the meeting, a draft of the work group report was sent to the members for a review of accuracy. Their responses indicated that the draft was complete and summarized their views and suggestions accurately.

The trainer survey data, the reports of the content experts, and the report of the work group were reviewed by Renea Arnold and Rachel Altmann, Early Words trainers from Multnomah County Library, and Christyn Dundorf, Portland Community College and primary author of the Early Words curriculum. They met on August 27, 2012, with three OCCD staff members, who were in attendance to take notes and help to develop a draft of recommendations and proposal for next steps for Early Words. A draft of the final report was circulated to the group for review, comments, and feedback. These were incorporated into the final report.
Findings from Trainer Surveys

A summary of the electronic surveys was used for analysis of findings. The summary was shared with the work group and with the Early Words partners.

Frequency of Offerings and Estimates of Audience Size

Of the 36 trainers who responded, 32 answered the question about whether or not they had offered Early Words. The vast majority (94%) indicated that they had offered Early Words.

Trainers who said they had offered Early Words sessions were asked to estimate the number of offerings of each of the individual sessions. The Work Group looked at their responses by session and did an overall estimate of 8-10 times. Trainers were also asked to estimate their audience sizes by session. The Work Group summarized their estimates to be about 15-16 participants per session.

Most Enjoyable and Most Challenging Sessions

In an open-ended question, trainers were asked to name which session they found to be most enjoyable. Eight responded that they like all of them. The sessions in Series 1 were mentioned more frequently than those in Session 2, however only 48% of the respondents were Series 2 trainers. The six sessions in Series 1 were fairly evenly distributed as being favorites, each receiving four or more votes. The sessions in Series 2 received 3-4 votes each.

Trainers were asked to name the sessions most challenging to offer. Six replied “none.” All of the sessions but one (“ABC’s and Beyond) received one or two votes.

Perceptions of Participants’ Satisfaction with Early Words

When asked to reflect back on the participants’ evaluations of the training sessions, 79% of those who responded reported that participants were “very satisfied”, and 13% indicated “satisfied.” Table 1 depicts their ratings.

Chart 1: Trainers’ Perceptions of Participants’ Satisfaction with the Training Curriculum
When asked to comment on their perceptions of participant satisfaction they mentioned that participants were glad to see new books and receive free books. They offered that participants seemed to enjoy the activities and expressed general excitement about the content. As three respondents wrote,

*Most were happy to have the free books. They enjoyed the time together as much as the content.*

*The(y) generally like the combination of background information, practical ideas, didactic, discussion, small group, large group, etc.*

“… The participants asked question(s), showed excitement about getting started using the things taught to them.

One mentioned that some participants wanted content at a deeper level. Two mentioned a difference in engagement between participants who wanted to be there and those who seemed to be attending only to accomplish their training hours for licensing renewal.

**Opinions on Relevancy of Early Words Curriculum**

As reflected in Chart 2, trainers were enthusiastic in their response to the question about Early Words relevancy to the work of professionals in childhood care and education.

**Chart 2: Trainers’ Opinions on the Relevancy of the Early Words Curriculum to the Work of Professionals in the Field of Childhood Care and Education**

All 24 of them who answered responded that it seems very relevant or relevant. Their comments were focused mostly on the fact that the information is essential, especially to those who are new to the field.

*The information contained in the Early Words training can be used by people working with young children as a part of their developmental evaluation, environment and encouragement of language. Because we are working with children at the beginning of their development, having this information as a resource not only benefits the child, but*
the provider has ideas and an understanding of how and why it’s important to surround children with Language and Literacy at all ages.

Very very relevant! 1) Early childhood care & education practitioners are the “front line” persons who can catch problems (eye sight, hearing, etc.) with children long before they are due to go to kindergarten…and therefore, it is good common sense to teach these practitioners how to “spot” these issues! 2) These Early Words courses show practitioners “best practices” regarding how to read to children: with enthusiasm, use of nonsensical rhyming, finger plays, puppets, and so on—all of which related to phonemic awareness, which we know is the building blocks for language development—and on to literacy development.

Two mentioned that they felt the newer curriculum on language and literacy, Every Child Read to Read at Your Library had replaced Early Words. There was one suggestion for Set Two training in this topic and another for a different packaging of the curriculum.

Degree of Agreement with Statements about Aspects of the Curriculum

Trainers were asked to rate statements about Early Words on a scale of “strongly agree” to “strongly disagree”. Table 1 shows a summary of their responses.
### Table 1: Degree of Agreement Among Trainers Regarding Statements about Early Words

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Partly agree, partly disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>I don’t know</th>
<th>Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Words offers important information to participants</td>
<td>66.67%</td>
<td>29.17%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>4.17%</td>
<td>24</td>
<td>1.50</td>
</tr>
<tr>
<td>The training activities are clearly described and easy to implement.</td>
<td>45.83%</td>
<td>45.83%</td>
<td>4.17%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>4.17%</td>
<td>24</td>
<td>1.75</td>
</tr>
<tr>
<td>The format and organization of Early Words training sessions is useful and easy to follow</td>
<td>45.83%</td>
<td>41.67%</td>
<td>8.33%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>4.17%</td>
<td>24</td>
<td>1.79</td>
</tr>
<tr>
<td>The scripts in the Early Words trainer support materials are useful and easy to follow</td>
<td>41.67%</td>
<td>45.83%</td>
<td>4.17%</td>
<td>0.00%</td>
<td>4.17%</td>
<td>4.17%</td>
<td>24</td>
<td>1.92</td>
</tr>
<tr>
<td>The participant handouts for Early Words are helpful</td>
<td>37.50%</td>
<td>45.83%</td>
<td>12.50%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>4.17%</td>
<td>24</td>
<td>1.92</td>
</tr>
<tr>
<td>The training activities in the Early Words trainer support materials are effective for teaching the content or skill</td>
<td>33.33%</td>
<td>45.83%</td>
<td>16.67%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>4.17%</td>
<td>24</td>
<td>2.00</td>
</tr>
<tr>
<td>The transparencies for the Early Words sessions Provide an effective visual component to the training</td>
<td>20.83%</td>
<td>45.83%</td>
<td>8.33%</td>
<td>12.50%</td>
<td>8.33%</td>
<td>4.17%</td>
<td>24</td>
<td>2.54</td>
</tr>
</tbody>
</table>

The highest amount of agreement was with the statement, “Early Words offers important information to participants.” They also mostly agreed with the statements, “The training activities are clearly described and easy to implement,” and “The format and organization of Early Words training sessions is useful and easy to follow.” There was a bit less agreement with, “The scripts in the Early Words trainer support materials are useful and easy to follow,” “The participant handouts for Early Words are helpful,” and “The training activities in the Early Words trainer support materials are effective for teaching the content or skill.” The lowest degree of agreement was with the statement, “The transparencies for the Early Words sessions provide an effective visual component to the training.”

In their general comments about Early Words training curriculum, the most frequent complaint was about the transparencies, some asking for power point presentations, one mentioning that s/he had developed a power point presentation.
Degree of Agreement about How the Curriculum Meets State Training Session Standards

The next set of questions asked trainers to rate their degree of agreement with statements about how Early Words meets state standards. Their ratings are summarized in Table 2.
### Table 2: Degree of Agreement Among Trainers Regarding How Early Words Meets State Standards

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Partly agree, partly disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>I don’t know</th>
<th>Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Words participants are awarded certificates for their attendance at the conclusion of each session</td>
<td>66.67%</td>
<td>29.17%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>4.17%</td>
<td>24</td>
<td>1.50</td>
</tr>
<tr>
<td>Early Words participants are asked to complete evaluations at the end of each session</td>
<td>66.67%</td>
<td>25.00%</td>
<td>4.17%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>4.17%</td>
<td>24</td>
<td>1.54</td>
</tr>
<tr>
<td>Early Words sessions include the use of reflection activities to guide learning</td>
<td>45.83%</td>
<td>45.83%</td>
<td>4.17%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>4.17%</td>
<td>24</td>
<td>1.75</td>
</tr>
<tr>
<td>Early Words curriculum materials have stated outcomes that are relevant to the work of the participants</td>
<td>45.83%</td>
<td>41.67%</td>
<td>8.33%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>4.17%</td>
<td>24</td>
<td>1.79</td>
</tr>
<tr>
<td>Early Words sessions include professional action activities to guide practice</td>
<td>29.17%</td>
<td>54.17%</td>
<td>8.33%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>8.33%</td>
<td>24</td>
<td>2.13</td>
</tr>
<tr>
<td>Early Words content is based on current research and best practices</td>
<td>33.33%</td>
<td>37.50%</td>
<td>20.83%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>8.33%</td>
<td>24</td>
<td>2.21</td>
</tr>
<tr>
<td>Early Words sessions have learning objectives that are related to the Core Body of Knowledge standards for Set One</td>
<td>37.50%</td>
<td>41.67%</td>
<td>4.17%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>16.67%</td>
<td>24</td>
<td>2.33</td>
</tr>
</tbody>
</table>
Trainers were in fairly consistent agreement with the statements that participants are asked to complete evaluations and are awarded certificates. They were in fairly consistent agreement with the fact that the Early Words curriculum includes reflection activities and outcomes relevant to the work of the participants. There were less strong in their agreement that Early Words includes opportunities for professional action activities and is based on current research and best practices. The lowest rating was given to the statement, “Early Words sessions have learning objectives that are related to the Core Body of Knowledge standards for Set One.” Their comments echoed their ratings.

**Strengths of Early Words and How Early Words Could Be Improved**

When trainers were asked to comment on their opinions about the strengths of Early Words, they mentioned the manageable two-hour sessions that helped participants get valuable information. They also seemed to appreciate the information about children’s development and the suggestions to teachers and providers about guiding that development. They appreciated the research base for Early Words. When asked in what ways Early Words could be changed or improved, they called for power point presentations, updated training materials, and more information on brain development.

**OCCD Trainer Support**

Of those trainers who had asked for OCCD staff assistance, the vast majority said they had found staff to be responsive. Eight trainers indicated that they had not asked for assistance.

**Early Words as Distance Learning**

Trainers were asked their opinions about whether or not Early Words sessions could be offered through distance learning formats, such as on-line and self-study. Of those 15 who responded, 87% (13) said “yes,” and 13% (2) said “no.” Responses were more mixed when trainers were asked if they would be interested in offering Early Words through distance learning formats if that option were available. Of the 23 who responded, 43% (10) indicated “yes,” 39% (9) said “maybe,” and 17% (4) said “no.”

**Further Suggestions or Comments**

As a last item, trainers were asked to give further suggestions or comments on Early Words. Many continued thinking about the distance learning options.

*I like the idea of offering Early Words sessions on line/distance learning formats, specially to reach providers/teachers in rural areas.*

*...The very best way to offer Early Words is through a sandwiched “hybrid” format, where the students could meet for a first 2 hour face to face session – then be on line for the next six hours 00 followed by a final session of three hours face to face, which would be a course wrap-up and review.*

*Some of the sessions would be easier for distance learning than others. Setting it up as a cohort for learning on-line would be best (like once a quarter sign up or something) so you could have discussion groups. Those are rich and might be missed with individual study on-line.*
Others mentioned a hope that the curriculum would continue, asked for a refresher to update trainer skills, suggested that they be offered more through resource and referral programs, and mentioned gratitude for the easy format and useful curriculum.

**Findings from the Content Experts’ Reviews**

Each of the content experts completed protocols asking questions about each of the nine Early Words sessions along with their general impressions and suggestions for improving Early Words. The full report of their combined responses was shared with the work group and the Early Words partners. Their specific suggestions per session will be useful as the materials are being revised.

**Format, Organization, and Trainer Support Materials**

They seemed to generally agree that the organization of the materials and the planned movement from topic to topic and activity to activity is good.

Their overall suggestions included:

- Changing from transparencies to power point presentations for each session, summarizing the points rather than repeating what is in the participant materials and adding photos, charts, and video clips
- Changing the format of the trainer support materials to run side-by-side with the corresponding participant materials

One reviewer noted a difference in the trainer support materials between Series 1 and Series 2, offering that she did not see an overview training plan to give the trainer sense of timing and agenda for the session.

**Effectiveness of Training Activities for Teaching Content and Skill**

Content experts agreed that the activities seem to be good over-all. They found them to be hands-on and concrete. They made specific suggestions for improving some of the activities and instructions, bringing content up to current technology (CDs instead of tapes, for example), and adding current book lists, songs, and finger plays and other new information.

Differences between Series 1 and 2 were noted by one reviewer, who felt that there was too much presenter information before any participant activities in one of the sessions.

**Usability of the Trainer Scripts**

The content experts felt that, overall, especially for Series 1, the scripts are useful and very easy to follow. They appreciated the format and groupings that made the script visually organized and easy for preparation. Included was a suggestion for adding optional information to include if there is time and interest. They made specific suggestions for each session that will be useful for the revision phase.

A difference was noted in Series 2, by one reviewer stating, “It is not as easy to follow as the other sessions. It is written more as a book chapter than as digestible trainers’ notes that can be referenced in chunks.”

**Helpfulness of Participant Handouts**
One of the respondents made concrete suggestions about improvement of the participant handouts in correspondence with the transparencies (or power point presentations). She cautioned about being consistent in language and terminology throughout the participant materials. Specific suggestions by each reviewer were made by session, which will be useful as the sessions are revised.

**Reflection of the Objectives**

The reviewers agreed that most of the objectives are clearly reflected in the content. They referenced a few exceptions.

**Currency and Accuracy**

Content experts were asked if the information was accurate and up-to-date. There were some suggestions for updating to more current information and terminology, but their main conclusion was that the Early Words sessions convey current and accurate information.

**Suggestions for New Information to be Included**

They suggested inclusion of most recent research on bilingual development, more information on various types of books (wordless, narrative stories, concept books, alphabet books, etc.), inclusion of book lists that include newer books than those referenced in the current sessions, use of resources on websites, concepts of constrained and unconstrained skills, more books that reflect diversity of race and culture in the main characters—“...kids who look like them who are doing every-day American kid things…”

The reviewers suggested an alignment of content with state standards, Head Start Child Development and Early Learning Framework, Common Core Standards, and Oregon’s statewide kindergarten readiness assessment tool. There were specific suggestions made that will be useful as the sessions are revised.

**Strengths of Early Words**

One reviewer concluded the strengths by mentioning that the scripts are clear and easy to use, the participant manuals are also clear and easy to follow with a good balance between information and ready-to-use activities. She described the information as “accurate, relevant, and presented in a way that people with various educational backgrounds and work experiences can understand.” The second reviewer called it “an excellent curriculum and I am impressed with how well it has stayed relevant over the years.”

**Further Suggestions for Improvement**

One reviewer cautioned about concerns with media literacy and suggested an additional session to include information about media literacy to include not only television but computers, video games, smart phones, iPads, and eBooks.

**Potential for Distance Delivery Formats**
One reviewer commented on the potential. She suggested it could work as a webinar with power points but cautioned that opportunities for discussions would have to be made available since “the discussions are a critical part of this curriculum.”

Summary of Recommendations from the Work Group
After reviewing the report of the trainer survey and the findings of the content experts, the Work Group developed a report, which is included in Attachment A. Their general comments and recommendations include:

- Consider Set Two training options as well—to take participants deeper into the early literacy research and best practices literature
- Add information on brain development
- Be sure current research is reflected
- Core Knowledge Categories and objectives need to be aligned with current Core Body of Knowledge definitions and standards
- Determine Core Knowledge Category for Rainbow of Words
- Continue offering Early Words after it is updated to current research and practice
- Offer a refresher TOT to current Early Words trainers
- Offer a new TOT to bring in new trainers
- Give participants books when they attend
- Add a coaching piece to be effective in producing outcomes
- Look at Every Child Ready to Read. Do they fit together?
- Align this standardized curriculum with the new child outcomes

Recommendations and Proposal for Next Steps for Early Words
A committee of the Early Words partners consisting of Christyn Dundorf, the primary author of Early Words, Renea Arnold and Rachel Altmann, staff from Multnomah County Library, and Pamela Deardorff, Sonia Thomas, and Beverly Briggs, OCCD staff, met to make recommendations for the next steps for Early Words. After reviewing the data and the recommendations from the Work Group, the committee drew conclusions and proposed next steps.

1. The Early Words curriculum is viable and offers evidence based training in early language and literacy development. The curriculum matches current focus on this topic at state and national levels. It is still being offered by trainers in library and child care resource & referral program venues.

2. Early Words curriculum should be revised to incorporate current research and best practices, reformat the sessions for consistency, connect them to the Core Body of Knowledge, include information on Oregon’s child outcomes and relevant TQRIS standards, and include the newer technology (power points, video clips, etc.)

3. Some of the Early Words sessions could be grouped and sequenced as a “core” and offered to cohorts. A coaching component could easily be adapted from the original “mentoring component”. Other sessions could be offered as “stand-alones” as introductory material at conferences and other training venues.
4. Some of the Early Words sessions could be developed into Set Two sessions, perhaps for three hours, and offered by Master Trainers.

5. This committee will meet with Katie Anderson of Oregon State Library to discuss the connections and crossovers between the Early Words curriculum and the Every Child Ready to Read curriculum.

6. With the revision of the Early Words sessions, Early Words Series 1 and Early Words Series 2 could be merged, and all Early Words sessions would be offered by all the Early Words trainers.

7. Current Early Words trainers who are interested in receiving the revised curriculum could be asked to come to “refresher” sessions that could be offered by webinars, V-tel technology, or some other distance learning format. We could consider deactivating Early Words trainers who do not attend a refresher.

8. A training of trainers could be offered for new Early Words trainers.
Attachment A

Early Words Evaluation Work Group Report
Early Words Language & Literacy, Series 1 and Series 2
Work Group Analysis and Summary Report

Overview of Curriculum

Age Group
☑ Infant/Toddler (Birth to 3)
☑ Preschool (3 to 5)
☐ School Age (5 to 12)
☐ All (Birth to 12)
☐ Not applicable to this curriculum

Knowledge Set
☑ Set One  ☐ Set Two  ☐ Set Three

The delivery format
☐ One single session
☑ Group of related but stand-alone sessions (Series 1: 6 sessions; Series 2: 3 sessions)
☐ A group of sequenced sessions
☐ Includes a coaching component (original grants included a mentoring-coaching component; not currently funded)

Languages
E, S, R (partial), V (partial)

Number of Active Trainers as of 12/31/12
Series 1: 120
Series 2: 33

Sponsors/Creators/Authors
Multnomah Commission on Children, Families and Community of Multnomah County; Legacy Health System; Oregon Community Foundation; Oregon State Library; and U.S. Dept of Health and Human Services funded project to Multnomah County Library; Oregon Child Development Coalition; Mt. Hood Community College, Early Childhood Education Program; & Oregon Center for Career Development in Childhood Care & Education at Portland State University; Christyn Dundorf and Renae Arnold, primary authors

Origination Dates
Series 1: 2000
Series 2: 2006

Revision Dates
None to date

Review Period
2011-2012
Work Group Members

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Date of Submission of Work Group Report: 7/23/12
<table>
<thead>
<tr>
<th>Quality</th>
<th>Data sources</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content is based on current research and best practices.</td>
<td>Content experts</td>
<td>X</td>
<td>X</td>
<td>Needs to be continually upgraded and updated; it was current at the time it was created; needs to reflect current research, best practices, and resources</td>
</tr>
<tr>
<td>Expected outcomes are articulated.</td>
<td>Trainers</td>
<td></td>
<td>X</td>
<td>They are articulated but are not necessarily clear.</td>
</tr>
<tr>
<td>Expected outcomes are relevant to participants’ work.</td>
<td>Trainers</td>
<td></td>
<td>X</td>
<td>Not well articulated or expressed – not as clear, people are not necessarily understanding what the outcomes are supposed to be.</td>
</tr>
<tr>
<td>Curriculum reflects established adult education standards for presentations through the inclusion of:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Learning objectives that are related to Core Body of Knowledge standards</td>
<td>Content experts</td>
<td>X</td>
<td></td>
<td>Need to be updated to current Core Body of Knowledge</td>
</tr>
<tr>
<td>- Use of reflection activities to guide learning</td>
<td>Content experts</td>
<td></td>
<td></td>
<td>Could be updated</td>
</tr>
<tr>
<td>- Use of professional action activities to guide practice</td>
<td>Content experts</td>
<td></td>
<td></td>
<td>Could be updated</td>
</tr>
<tr>
<td>- Opportunities for participant evaluation</td>
<td>Trainers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Awarding of participant certificates</td>
<td>Trainers</td>
<td></td>
<td></td>
<td>Need to issue new certificates to the trainers with current Core Knowledge Categories</td>
</tr>
</tbody>
</table>
### Quality

<table>
<thead>
<tr>
<th>Trainers are satisfied with the usability of the materials:</th>
<th>Data sources</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Script</td>
<td>Trainers</td>
<td>X</td>
<td>X</td>
<td>Trainers want power point presentations to replace transparencies; trainers want some updating on scripts; trainers want books for participants (like were available in first offerings); participant handouts are OK; participants need more support materials; book lists; scripts are easy to follow; participant handouts good</td>
</tr>
<tr>
<td>Power point presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other training materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participant handbook or handouts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Trainers are satisfied with the format, organization, techniques, and presentation methods. | Trainers | X | | Need better visuals |

### Additional Work Group notes on quality:
Work on session descriptions; present ones are too brief

### Effectiveness

<table>
<thead>
<tr>
<th>The objectives of the curriculum are being met.</th>
<th>Data sources</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainers</td>
<td>X</td>
<td></td>
<td></td>
<td>Objectives may need to be clearer</td>
</tr>
</tbody>
</table>

| Participants are satisfied with the training. | Trainers | X | | |

| The training has affected changes in practice. | Trainers | | | We don’t know without a coaching piece. No data to support this question |

| Average number of participants per session | 15-16 participants | | | |

| Average number of times the training has been delivered per trainer. | 8-10 times | | | |

### Other Work Group notes or questions on effectiveness:
Descriptions need to be written with more information
Need to look for tools on how to measure the change in practice
<table>
<thead>
<tr>
<th>Sustainability</th>
<th>Data sources</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources and technical support are available to trainers</td>
<td>Trainers</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials are updated as necessary.</td>
<td>Trainers</td>
<td></td>
<td>X</td>
<td>Haven’t been updated since originally developed; Rainbow was updated at some point; new sessions added in 2006</td>
</tr>
<tr>
<td>Topic is timely and relevant.</td>
<td>Content experts Trainers</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Other Work Group notes or questions on sustainability:**
Materials need to be brought into the 21st century

**General work group comments and recommendations:**
- Consider Set Two training options as well—to take participants deeper into the early literacy research and best practices literature
- Add information on brain development
- Be sure current research is reflected
- Core Knowledge Categories and objectives need to be aligned with current Core Body of Knowledge definitions and standards
- Determine Core Knowledge Category for Rainbow of Words
- Continuation of Early Words is recommended after it is updated to current research and practice
- Offer a refresher TOT to current Early Words trainers
- Offer a new TOT to bring in new trainers
- Participants should get books when they attend
- Coaching piece would be effective in producing outcomes
- Look at Every Child Ready to Read. Do they fit together?
- Align this standardized curriculum with the new child outcomes