

Program Manual:

Tips for Preparing and Delivering the Rethinking Nutrition Workshop Series

Whether you are new to offering professional development for child care professionals or have presented workshops numerous times, this guide is meant to assist you in conducting the Rethinking Nutrition workshops most efficiently.

The series includes four workshops. You can deliver just one or two, or all four, and you can change their order if you wish (in other words, they are designed to be free-standing workshops). All workshop materials can also be accessed for free at <http://blogs.ces.uwex.edu/ece-nutrition/>.



For the briefest (one page) overview of the content and aims of each workshop, see our Learning Activities & Objectives (<http://blogs.ces.uwex.edu/ece-nutrition/files/2012/10/RN-Objectives-Chart-5.pdf>). The topics covered in this curriculum include:

Workshop 1

*Yummy Carrot Sticks: How Children
Learn to Like Nutritious Foods*

Workshop 2

*What's For Snack?: Nutrition to Support
Healthy Growth*

Workshop 3

*Cupcakes for Lunch? Creating Food &
Nutrition Policy for Early Care & Educa
tion Programs*

Workshop 4

*Count, Read, Share: The Meal Table as a
Learning Center*

How to Prepare for a Workshop.

In preparation for each workshop, we recommend these steps:

Step 1: Read through the Facilitator's Guide for the workshop.

Step 2: Set the logistics for your series (when, where, etc.).

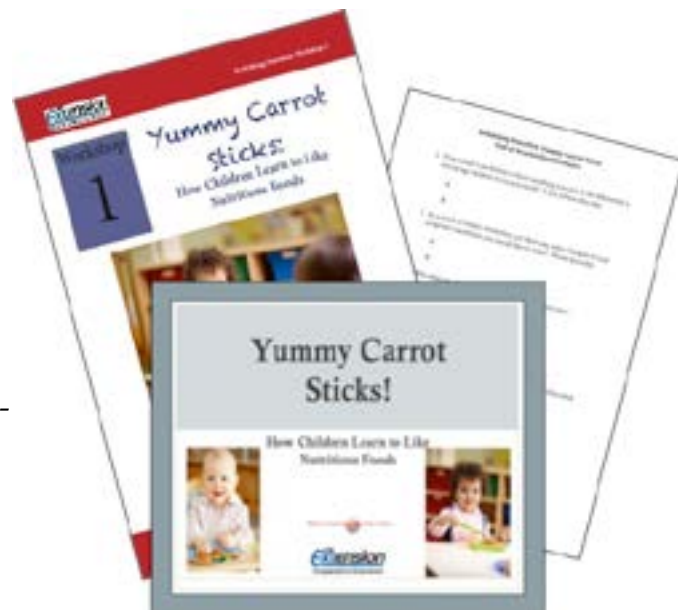
Step 3: Review the sample promotional materials before developing your press releases and registration materials.

Step 4: A week before the workshop, review the Facilitator's Guide again, noting the list of materials you will need for that particular workshop. Prepare your own list of food items, if you are providing a snack or meal.

Each workshop has a Facilitator's Guide filled with step-by-step information that will assist you in seamless transitions, timing, and workshop management.

Included are:

- **Timed agenda** (each workshops' recommended length is two hours)
- **Key concepts** (helpful to include in promotional materials)
- **Objectives** (helpful for participants to see when they arrive)
- **Materials** (including any pre-reading which may be helpful)
- **Sources** (also helpful pre-reading)
- **Workshop content** (with easy step-by-step delivery suggestions)



The rest of this program manual contains suggestions about other details to consider.

Where and When to hold the workshop.

Consider the location of your workshop carefully. In each workshop, there will be some food preparation and a presentation which requires projection equipment and wall space for posting ideas generated by the group. In many instances, your best location may be your county Extension office. This has the added benefit of making your Extension Office better known by the community.

Each community is different in its preference of time slots for professional development. Out of respect to child care providers who may have worked all day, you may wish to consider several things.

First, what time do the centers and in home providers close their doors? If most centers are open until 6 p.m. providers will need time to travel to your location. You may also want to consider Saturday mornings as an alternative.

Second, consider the physical needs of your learners. If your sessions are scheduled around dinner time, you may wish to order a healthy snack or meal. Options may include sandwiches (Subway), pizza (with lots of veggies), or potato bar (a little more labor intensive). Consider your meal choices when creating a budget for your workshop.

Third, is the room well-lit? Will participants be able to interact with one another without too much time being needed for transitions?

Weekday evenings are the usual best time of the week for these workshops. But some Extension offices hold them on Saturday mornings, either as a single workshop or as part of a larger event for the child care community (some Child Care Resource & Referral agencies hold semi-annual "Training Event Saturdays" for their counties.)

Collaboration in recruiting participants and delivering the workshops.

Outside of Extension, you have several potential partners:

- Your local Child Care Resource & Referral (CCR&R) agency (find at https://supporting-familiestogether.org/CCR_R.html)
- You local Child Care Licensing office.
- Head Start agencies.
- Schools (especially K-4 and K-5 programs).
- A large child care program, which might have facilities to host the event.

Within your office, you may wish to partner with your WNEP colleagues in delivering these workshops.

Your partners may have expertise in nutrition and early care & education, and may wish to co-present the workshops with you. Excellent! But from our perspective, your partners' most important addition may be access to and recruitment of the participants. For example, the CCR&R agency and Child Care Licensing office should have a mail list and email list of all licensed or county-certified child care programs, and they might even have a newsletter in which to advertise your workshop. Head Start agencies and public schools might see your workshop as meeting their needs for continuing professional development for their staffs. If other organizations help you, it makes good sense to put their names on your flyers and in your press release. Give them credit, and they will be happy to work with us in the future.

Recruiting Participants.

We recommend you set up a "child care professionals email list" if you haven't one already. Your CCR&R might share their distribution list with you, which gets you started. Each time a new workshop is offered or you have relevant information for child care professionals, this list can come in handy. Also, this is another great tool to use for reminders and potential weather related cancellations.

The Facilitator's Guide for each workshop includes a sample advertising flyer, which you can revise to feature your own contact information, day and place, etc. (Note that it includes a registration form that asks for their mail and email addresses, to help you build your email distribution list.) You can post this in the community, and you can mail it to child care programs, or ask the CCR&R to insert it in their monthly newsletter (you must plan well in advance to get into their newsletter). See also our 4 sample press releases (one for each workshop), with places for you to add your own day and place, quote yourself, etc. Send this out to local newspapers a few weeks before the program.

If you plan to provide a snack or simple meal at the workshop (a very good idea), then mention this in all your advertising. We recommend you charge a small fee to cover your expenses (including food), and this should be mentioned in advance too. (Note on the sample flyer, that Jenny Wehmeier charged \$7 per person.)

Registry Credit.

Child care professionals in Wisconsin, who are working 20 or more hours per week, need to document at least 25 hours of continuing education every year (Licensing rules 251.05(2-b)). The state has a system – called the Registry -- for keeping track of those continuing education hours. You can get your workshops pre-approved by the Registry, which will strongly encourage child care staff to sign up and attend.

The website can be found at www.the-registry.org. Once you arrive at the site, you are able to create an account for you as an individual or as an institution (such as your county Extension office). After you have created an account, you are able to list training events. Each event will generate a listing on the statewide training calendar and enable you to offer a completion certificate valid for your participants' continuing education hours. Specify that each workshop is worth 2-3 hours (the workshops will include follow-up activities for participants to gain an extra hour). If you have additional questions about the Registry, contact them directly at (608) 222-1123.

Connection to YoungStar.

YoungStar (<http://dcf.wisconsin.gov/youngstar/>) is Wisconsin's 5-star rating system for child care quality. (By the way, the YoungStar system was first proposed, and its efficacy demonstrated, by a project of our own Family Living Programs of UW-Extension, in 2004.) A higher YoungStar rating helps child care programs receive higher reimbursements from the state (if low income families are served), and also helps the program advertise its quality to consumers. Therefore, if our workshops helped a child care program accumulate points toward a higher star rating, this would really interest them!

The YoungStar system gives programs up to 5 points in the area of health and wellness, out of a maximum 40 points toward a higher star rating. Unfortunately, participating in any of our workshops does not, it itself, lead to YoungStar points. But the YoungStar criteria award one point for "nutritious meals or snacks are served daily in child care program," which can be learned in our workshops. Also, one YoungStar point can be awarded for having "policies and procedures to address children's allergies and accommodate dietary restrictions," which is covered by our workshops. So we can say that our workshops are related to YoungStar criteria in the area of Health and Wellness.

Connection to the Wisconsin Model Early Learning Standards.

Wisconsin also has Model Early Learning Standards, which describe not only the need for nutritious meals and snacks, but also a healthy emotional climate around the meal table, the learning of self-feeding skills by children, and the writing of nutrition policies by programs. Our workshops cover all these topics. If you wish to learn more about the Wisconsin Model Early Learning Standards, go to <http://fscdp.dpi.wi.gov/files/fscdp/pdf/ec-wmels-bk.pdf> or see the appendix of the book on which these Extension workshops are based.

Cross-Marketing Extension.

You should use every Extension event to cross-market other Extension programs. Cross-marketing means to advertise “product B” as part of the consumer’s experience with “product A.” So, for example, if you hand out a workshop packet, it might include flyers for your Extension office’s upcoming workshops on infant CPR or starting a garden, and certainly on other nutrition programs offered by your office. And don’t forget to advertise your own, next workshop in this series!

Use of the Introductory Information.

We begin each workshop with introductions: name, program name, children’s ages, and one other item in which they tell us something related to this lesson’s topic. We recommend you make two lists during this activity, one showing the ages of children each participant works with and one for the topical question.

Topical question

List their answers. You may need to summarize in a few words. You will have many opportunities to refer back to this list during the workshop, using it for examples of the concepts in this workshop. We will suggest a few key places to do this within each lesson guide, but you will find many more if you are looking. This is a way to link the workshop content to the participant’s own work lives, which will help them learn and remember.

Ages

Make a mark under the primary age of the children who each participant works with. We have found these 5 categories work well: 0-1, 1-2, 2-5, after-school, director, cook.

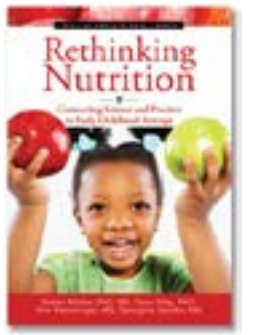
Working with difficult group members.

Even a skilled presenter may be faced with the challenges of a difficult group member. Read our 2-page tip sheet for suggestion on how to respond to the most common types of difficult moments and challenging group members (<http://blogs.ces.uwex.edu/ece-nutrition/files/2012/11/Challenging-Moments-in-Groups-Extension-2.pdf>).

The Rethinking Nutrition book (and 2 others in the series).

These workshops are based on a book, *Rethinking Nutrition*, written by two of our own UW-Extension specialists along with two Wisconsin child care professionals.

- The book helps establish our expertise and legitimacy.
- The book is excellent background reading for you, before you deliver the workshops. The book is shown on our home page, and if you click on the book cover you can see how to purchase a copy or ask your library to order the book.
- You can refer participants to the book if they want to learn more. A handout is available at <http://blogs.ces.uwex.edu/ece-nutrition/program-manual/> that you can also use to let participants know about this and the other two books in the series.



The other two books in the series (also shown on the handout) are also for staff of early care and education programs. They are on Intellectual development and Socio-emotional development. Eventually, we may have workshop series for these two books too.

Mandated reporting of suspected child maltreatment.

What if a group member mentions something that sounds like child maltreatment (for example, child neglect by a parent who systematically holds back food to a child). What should you do? What are your legal and moral obligations? What is the best way to proceed? Read more in our 2-page Tip Sheet on Child Maltreatment (<http://blogs.ces.uwex.edu/ece-nutrition/files/2012/11/Tip-Sheet-Child-Maltreatment-4B.pdf>).

Supplementary materials for Workshop Leaders

As we mentioned, we highly recommend you read the book on which this workshop series is based, *Rethinking Nutrition in Early Childhood Settings*.

We also recommend the many resources available from the U.S. Dept. of Agriculture website at usda.gov. Search for “child care” and “How to feed infants and children in child care” by Team Nutrition at usda.gov.

Evaluation.

Each workshop covers a broad area of background knowledge in brief, while covering one or two specific skills or abilities in much greater depth, for a half hour or more of the 2-hour workshop. The background knowledge is necessary for our participants to really understand the topic. But in designing the workshops, we made clear decisions about the key skills we wanted to really emphasize, giving the participants enough time to really discuss and practice them. These are the abilities we attempt to document with our evaluation, and they are shown in our Learning Activities & Objectives (<http://blogs.ces.uwex.edu/ece-nutrition/files/2012/10/RN-Objectives-Chart-5.pdf>). You might also look at our 1-page logic model, showing our intended impacts and how we aim to attain them: <http://blogs.ces.uwex.edu/ece-nutrition/files/2012/10/Logic-Model-3.pdf>

Uses: Our aim is an evaluation that is very easy for both you and the participants, but which still provides you with important information you can use in the following ways:

1. Show your stakeholders (e.g. Extension and county government) that your educational program leads to meaningful changes in your county
2. Potentially add your results to a statewide report for statewide stakeholders
3. Find out for yourself about the impacts of your work.

Measure: Each workshop includes a brief, post-session questionnaire. Information to describe the participants is always collected. Open-ended questions are asked on each questionnaire, usually about intended changes by the participant. This allows us to quote participants in their own words, which adds believability to the results. (Please let us know if you conduct a follow-up telephone survey, perhaps a month after the workshop, to see if the intended changes were actually made. For example, you might phone each program a month after Workshop 3 to see if they have actually begun writing a food and nutrition policy.)

Workshop 2 includes both a pre-test and post-test of participants' ability to read and understand food labels. During piloting of this project, we were surprised at the number of child care professionals who lacked this ability, which is key to selecting healthy foods for children. The pretest is collected as part of an exercise within the workshop. A pre-and-post test of this kind is one of the strongest methods of showing real change from your program.

Analyze: An Excel spreadsheet for compiling your evaluation results is included in the materials section for each workshop. After you collect your evaluation data, enter it into the provided spreadsheet.

Here are some specific instructions on using the Evaluation Spreadsheet:

- Each participant will have one row of data. Each question on the questionnaire will have one column in the spreadsheet.
- When filling in the evaluation spreadsheet, give each respondent a number ("subject ID"), and write it both on their row of data and on the top of their questionnaire. That way, if we have a question later, we can ask you to look at a specific questionnaire.
- If the question asked the respondent to write an answer in their own words, then type their exact words (with no changes) in the column for that question. Excel will save the entire answer, no matter how long, even though it doesn't fit inside the small space on the spreadsheet. To begin typing the next answer, first click the cursor at the top of the next column, then move and click in the space you want to type in.
- Some questions require the respondent to check the best answer. For these, enter the number for their answer (each answer has a number in parenthesis next to it).
- Always be sure to SAVE your spreadsheet before exiting.

After you collect and transcribe your evaluation data into the spreadsheet, please send a copy to Dave Riley (dariley@wisc.edu), and we can talk about ways to package and share your results within your community.