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| 1. **Title of Professional Development**   ‘Grow It, Try It, Like It’ Curriculum Training |
| 1. **Indicate whether this is a single session or multi-session series**  * Single session * Multi-session |
| 1. **Venue**  * In-house training conducted by a staff member * Training for a single organization conducted by a consultant * Open to the early learning community * Conference session. |
| 1. **Name of Professional Development Provider(s)**   <<fill in trainer name and affiliation and attach current resume>> |
| 1. **Affiliation of PD Provider**   <<select affiliation from drop-down menu in online application>> |
| 1. **Phone number**   <<fill in trainer phone number>> |
| 1. **Email address**   <<fill in trainer email address>> |
| 1. **First time applicants must attach a current resume.**   <<attach resume in online application>> |
| 1. **Is more than one provider delivering this professional development?**  * Yes * No |
| 1. **Total length of session(s)**   <<Fill in the length of your training session. Suggested length 1-2 hours>> |
| 1. **Specify the number of hours awarded for attending the session(s).**   <<Fill in >> |
| 1. **Specify the number of hours awarded for completing assignments.**   <<Fill in. Enter ‘0’ if no hours are awarded for assignments. >> |
| 1. **Are there required prerequisites?**  * Yes * No |
| 1. **Presentation format**   Indicate which format will be used for this professional development:   * Face-to-face session * Online/distance learning * Blended format (combination of face-to-face and online - hybrid) * Conference |
| 1. **Presentation language**   Please specify which language will be used to conduct the professional development. Check all that apply:   * English * Spanish * Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. **Target participants**   Identify the participants who will benefit from the professional development. Check all that apply:   * Early Childhood Teachers & Teacher Assistants * Family care educators * Early Interventionists and Home Visitors * Early Childhood Special Educators * Directors, Education Coordinators and Supervisors * Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. **Professional development description**   Learn how to implement the USDA Team Nutrition curriculum ‘Grow It, Try It, Like It’ in your preschool or Head Start classroom. With this garden-based curriculum, young children are introduced to fruits and vegetables through learning opportunities that contribute to each child’s individual growth and development as outlined by the RIELDS. |
| 1. **Workforce Knowledge and Competencies**   Select the WKC domain(s) that best fit the professional development. Check all that apply.  **WKCs for Teachers, Early Intervention/Early Childhood Special Educators, Teacher Assistants and Family Child Care Educators**   * Domain 1: Physical and Mental Health, Safety, and Wellness * Domain 2: Family Engagement * Domain 3: Development and Learning * Domain 4: Curriculum * Domain 5: Child Assessment * Domain 6: Professionalism   **WKCs for Administrators and Education Coordinators**   * N/A   **Please elaborate on alignment to Workforce Knowledge and Competencies:** This training includes background information on nutritional and physical activity needs of preschoolers, and tips for introducing new foods to children in developmentally appropriate ways. Participants will practice using the provided curriculum and accompanying materials to teach healthy habits and engage students in trying new healthy foods and fun physical activities. |
| 1. **Level of Competency Development (WKC Framework)**  * Level 1: Knowledge building * Level 2 and 3: Application and analysis * Level 4: Reflection/Problem solving/Advocacy   **Please elaborate on level of WKC competency development:**  Participants will learn background information essential for implementing the ‘Grow It, Try It, Like It’ curriculum, and will be prepared to utilize the curriculum materials in their classroom. |
| 1. **Please elaborate on alignment to Comprehensive Early Childhood Education Program Standards.**   N/A. This session is not for administrators. |
| 1. **Learning Objectives**   Participants will be able to:   1. State why garden-based nutrition education programs are an important component of early childhood programs. 2. Understand how the ‘Grow It, Try It, Like It’ curriculum aligns with RIELDS. 3. Utilize the ‘Grow It, Try It, Like It’ curriculum to introduce fruits and vegetables through positive and engaging garden-based activities. |
| 1. **RI Early Learning and Development Standards (RIELDS)**   Participants will receive a guide that recommends how to align each lesson and activity of the ‘Grow It, Try It, Like It’ curriculum with the RIELDS. Each activity in the curriculum aims to contribute to the learning and development of every preschool-aged child. The following RIELDS components are covered in this curriculum:  -Physical Health and Motor Development -Social and Emotional Development -Language Development -Literacy -Cognitive Development -Mathematics -Science -Social Studies -Creative Arts |
| 1. **Assessment of Learning Outcomes**   Group discussion opportunities and interactive activities are interspersed throughout the session to give trainers a sense of how well participants have understood and processed the material. A post-workshop evaluation will further assess shifts in knowledge and attitudes, as well as intended use of curriculum materials. |
| 1. **Reference List**   Kristen L. Davis and Lynn S. Brann. (2017). “Examining the Benefits and Barriers of Instructional Gardening Programs to Increase Fruit and Vegetable Intake among Preschool-Age Children,” Journal of Environmental and Public Health, vol. 2017. <https://doi.org/10.1155/2017/2506864>.  Lisson, S., Goodell, L.S., Dev, D., Wilkerson, K., Hegde, A.V., & Stage, V.C. (2016). Nutrition education resources in North Carolina-based Head Start preschool programs: Administrator and teacher perceptions of availability and use. Journal of Nutrition Education and Behavior, 48 (9), 655-663.  Sharma, S. V., Hedberg, A. M., Skala, K. A., Chuang, R.-J., & Lewis, T. (2015). Feasibility and acceptability of a gardening-based nutrition education program in preschoolers from low-income, minority populations. Journal of Early Childhood Research, 13(1), 93–110. doi:10.1177/1476718X14538598.  Ogata, B.N. & Hayes, D. (2014). Position of the Academy of Nutrition and Dietetics: Nutrition Guidance for Healthy Children Ages 2 to 11 Years. Journal of the Academy of Nutrition and Dietetics, 114, 1257-1276.  Grow It, Try It, Like It curriculum (2013). Retrieved from [https://www.fns.usda.gov/tn/grow-it](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.fns.usda.gov_tn_grow-2Dit&d=DwMFaQ&c=dWz0sRZOjEnYSN4E4J0dug&r=H1ouubvrOz3KQ9eEj2XJS26IWxlNeGp1WG3J8_CHxPg&m=HDajBe6VTmKbvXABHZ7VaYLFk43KsRvBuUkuJraWoIc&s=Loj7Z9Ft_uY6BsTyda3eQEANZQ4MRLmos4bDghwmq9I&e=)  Sharma, S., Dortch, K.S., Byrd-Williams, C., Truxillio, J.B., Rahman, G.A., Bonsu, P., & Hoelscher, D. (2013). Nutrition-related knowledge, attitudes, and dietary behaviors among Head Start teachers in Texas: a cross-sectional study. Journal of the Academy of Nutrition and Dietetics, 113 (4), 558-562. |
| 1. **Presentation methods and activities**   The content will be delivered through a face-to-face session using lecture, small group and full group discussion, hands-on skill-building activities, and role playing. |
| 1. **Adult Learning Modalities**   **Identify the types of activities being used during the professional development. Check all that apply.**   * Mini-lecture * Modeling * Video analysis * Facilitated group discussion * Scenario/case study/vignette * Role play/simulation * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. **Materials/handouts**   **List all materials to be used.**   * Grow It, Try It, Like It curriculum kit [USDA 2014] * RIELDS Alignment Guide for the Grow It, Try It, Like It curriculum [URI SNAP-Ed 2018] |
| 1. **Support for implementation**   **Indicate the implementation support that will follow the professional development. Check all that apply.** <<check off the type of support you intend to provide after the training>>   * Corresponding session for supervisor(s) * Materials and/or information sent to supervisor(s) * Follow-up participants support/assistance * No implementation support will be provided * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. **Participant Evaluation**   <<attach training evaluation>> |