



## Instructions:

1. Submit the completed form 14 days prior to the start of the conference.
2. In choosing your target level of entry, journey or master, think about your audience. If the people to be trained are, new employees choose entry level. If this event is for providers, who are currently employed and who will be gaining some advanced skills through this conference or workshop choose journey level. If this conference or workshop is focused on child care providers who have more than five years of experience, have active CDAs or college degrees then choose master level. If you conference or workshop includes a combination of levels then choose the level to which most of the instruction is targeted.
3. Along with this form submit an agenda for the conference which shows the start times, title of presentations and presenters for each day and session of the conference or workshop. Your agenda can act as a guide to completing your learning description. For example, staff orientation is typically targeted at entry-level people.
4. As you, complete the learning description for this conference do so in the same order as your conference or workshop agenda. Your conference or workshop agenda should match your learning description by time of day, title of the presentation, length of presentation and presenter. The flow of the training should match in both documents.
5. Remember STARS credit is provided in 30-minute increments. Constructing your agenda in similar increments will help in allocating instruction to the eight core areas of knowledge
6. In the first column, provide the core area of knowledge and amount of instruction time.
7. In the second column, state the learning description in a short declarative sentence. For example, Participants will be able to explain implications of vision impairment on parent/child bonding and communication.
8. In the third column, list the name of the instructor. If the STARS has assigned the instructor's skill category list that level.
9. In the fourth column, list those tools, handouts, textbooks and reference that will be used in this segment of the workshop or conference. For example, Happy Days Child Care Policy Manual, Happy Days Child Care forms and reports, DFS rules.
10. In the fifth column, list those things the students will use during the instructional time and/or take with them for future reference. For example, CDA candidates will use curriculum checklists to identify program strengths and goals as well as how they provide a program based on early childhood philosophy.

**Learning description for this conference/workshop session:** *(make additional copies as needed)*  
**This class is targeted to \_\_ entry \_\_ journey \_\_ master level providers.**

Core Area of Knowledge & amount of instruction time	Learning Outcome(s)	Instructor Name & Level (If level was previously assigned)	Resource for this class	Tools for students used in this class

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<b>Core Area of Knowledge &amp; amount of instruction time</b>	<b>Learning Outcome(s)</b>	<b>Instructor Name &amp; Level (If level was previously assigned)</b>	<b>Resource for this class</b>	<b>Tools for students used in this class</b>

**Sample Learning Description Rubric:**

This class is targeted to  entry  journey  master level providers

Core Area of Knowledge & amount of instruction time	Learning Outcome(s)	Instructor Name & Level (If level was previously assigned)	Resources for this class	Tools for students used in this class
Program Management 1.5 hours  <i>(List the core area of knowledge and number of hours of instruction.)</i>	Family home child care providers will be able to construct an annual business budget and project income and expenses for the year.  <i>(What will participants learn in this segment of the class? The statement should include who the participants are and what learning will occur.)</i>	Kathy Smitz  Master  <i>(Trainer level is determined when the instructor is first approved or when status is updated.)</i>	Business curriculum written by Whiskers Training for WY Quality Counts  <i>(What is this class based on? Be specific and provide citations.)</i>	Students will use budgeting, profit and loss, business to do list handouts and student course book provided to each student.  <i>(Provide information on what tools you will use to assist students in learning, including video clips and PowerPoint presentations.)</i>
Program Management 1.5 hours	Family home child care providers will be able to identify various business risk management issues including insurance, late payment and collection from customers, employee taxes and business structures.	Kathy Smitz  Master	Business curriculum written by Whiskers Training for WY Quality Counts	Students will use assessment checklists for small business owner’s handouts and student course book. Materials supplied by SBDC and SBA
Professionalism 1.5 hours	Family home child care providers will describe the components of work/life balance.	Kathy Smitz  Master	Business curriculum written by Whiskers Training for WY Quality Counts	Students will use in-class exercises and worksheets to identify the indicators of a healthy work/life balance and strategies for achieving balance and student course book.
Professionalism 1.5 hours	Family home child care providers will learn how mission forms the basis for a marketing plan and how presentation and appearance of their business attract customers to their business.	Kathy Smitz  Master	Business curriculum written by Whiskers Training for WY Quality Counts	Students will write a mission statement and use it as a basis to begin writing their marketing plan. Student will do an exercise to assess how their business looks to others.