

THE CHILD CARE PROFESSIONAL

The Newsletter of the Child Care Resource & Referral at WKU



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November 2004

THE CHILD CARE PROFESSIONAL

The Newsletter of the Child Care Resource & Referral at WKU

THE CHILD CARE PROFESSIONAL is published monthly by Training & Technical Assistance Services and the Child Care Resource & Referral (CCR&R) at Western Kentucky University. The CCR&R at WKU serves the Barren River Area Development District of Kentucky which includes Allen, Barren, Butler, Edmonson, Hart, Logan, Metcalf, Monroe, Simpson, and Warren Counties. Primary services offered by the CCR&R include:

- Distributing consumer education materials to families seeking child care,
- Providing child care referrals to parents;
- Offering training to early childhood providers and parents;
- Helping potential child care providers establish programs,
- Supporting facilities working toward STARS;
- Assisting providers in obtaining scholarships for the Commonwealth Child Care Credential, Child Development Associate, or college classes; and
- Advocating for affordable, accessible, high quality services for children and families.



The professionals and staff of the CCR&R at WKU are ready to provide assistance in a number of areas. Our staff includes:

| | |
|---|--|
| Connie Jo Smith, CCR&R Director | Sherri Meyer, CCR&R Coordinator |
| Jill Norris, Early Childhood Health Coordinator | Taylor Tucker, Infant-Toddler Specialist/Quality Coordinator |
| Amy Hood, Professional Development Specialist | Heather Alms, CCR&R Office Coordinator |
| Cynthia Sprouse, Professional Development Assistant | Sara Redmon, Office Assistant |

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KEEP IN TOUCH. If you are not currently receiving the newsletter at your own center or agency, please contact our office by mail, phone or e-mail and we will add your name to our mailing list. If you, your agency or center are moving, please let us know your new address; we'll update our mailing list, and you won't miss an issue of *THE CHILD CARE PROFESSIONAL*. (If you no longer wish to receive this newsletter, please contact our office by phone or e-mail and we will remove you from our mailing list.)

CHILD CARE RESOURCE & REFERRAL AT WESTERN KENTUCKY UNIVERSITY

1 BIG RED WAY, 117 JONES-JAGGERS HALL, BOWLING GREEN, KENTUCKY 42101-3576

Phone Us at (270) 745-2216 or (800) 621-5908 - Fax Us at (270) 745-7089 - E-Mail Us at ccrr.expert@wku.edu

Or Visit Our Website at www.ttas.org

SUBSCRIPTION INFORMATION. Any program or person interested in receiving our newsletter may subscribe for \$36 per year. The monthly newsletter provides a variety of articles, news, and information for early care and education programs, including child care, family day care, preschool, and Head Start. Caregivers, teachers, administrators, and parents can all benefit from the newsletter. Single complimentary annual subscriptions of *THE CHILD CARE PROFESSIONAL* are provided to licensed child care centers, certified home providers, and special friends in the Barren River Area Development District (BRADD) of Kentucky. Additional subscriptions may also be purchased by these readers for the same rate of \$36 per year. All *registered* providers in the BRADD qualify for the discounted rate of \$26 per year for each additional subscription.

The newsletter is available in both printed and electronic versions. Print copies of *THE CHILD CARE PROFESSIONAL* are mailed at the end of each month; electronic copies are e-mailed directly to subscribers in a Portable Document File (PDF) which can be printed or viewed on your computer using Adobe Acrobat Reader (free software downloadable from www.adobe.com). Readers may select the format they prefer when subscribing. To receive an subscription form or to learn more, please contact our office by phone (800-621-5908 or 270-745-2216), by fax (270-745-7089), or by e-mail (heather.alms@wku.edu).

Assessing Young Children

Dr. Connie Jo Smith, CCR&R Director

Assessing young children is an important part of facilitating their development and learning. Screening is a short assessment that is designed to quickly identify which children *may* need special assistance, and should therefore be referred for additional in-depth (diagnostic) assessment. Specialists with extensive and specific training generally administer diagnostic assessments. Classroom assessments are usually conducted by teachers in an ongoing way, and are used to plan appropriate activities and classroom environment. Although the best reasons to assess children are to identify the early intervention services needed and to ensure that the program is providing a curriculum appropriate for children, assessment is also used for program accountability and funding decisions.

The topic of child assessment is complex and can be confusing. However, many resources are available to support your growing understanding of this topic. You may want to take a college course, read a national position statement, learn about Kentucky's Early Childhood Continuous Assessment Guide, attend workshops, check out assessment related materials from the Child Care Resource & Referral (CCR&R) library, or consult with a coordinator from the CCR&R.

Western Kentucky University provides two assessment courses for undergraduate credit and one graduate course on assessment of young children. Following are the Spring 2005 courses available.

- Consumer and Family Sciences (CFS) is offering the introductory assessment class (CFS 194 - Assessment of Young Children) online. Prerequisites for this class include CFS 191 and CFS 192.
- The advanced child assessment class (IECE 493) is being held on Wednesdays from 5:00-7:45. The prerequisites for this class include CFS 194 and IECE 420.
- The graduate assessment class (IECE 521) is available on Monday nights from 5:00-7:45. Prerequisites for this class include IECE 522.

For information about classes at Western Kentucky University, check the web page www.wku.edu. You are also encouraged to check out the courses offered by other colleges and universities. Contact your Child Care Resource and Referral Professional Development Specialist, Dr. Amy S. Hood for information about scholarships for attending college.

The National Association for the Education of Young Children (NAEYC), in partnership with the National Association of Early Childhood Specialists in State Departments of Education (NAESC/SDE) created a national position statement entitled **Early Childhood Curriculum, Assessment, and Program Evaluation**. You can review the entire document online at <http://www.naeyc.org/about/positions/pdf/standlcurrass.pdf>. Or you can view a one page summary of the position statement online at the following web address: <http://www.naeyc.org/about/positions/pdf/CAPEexpand.pdf>

In addition, a new state resource is *Kentucky's Early Childhood Continuous Assessment Guide*. This guide, a companion to the Kentucky Early Childhood Standards, is an excellent resource that provides a wealth of information about child and program assessment. It includes recommended guidelines and practices for assessing children birth through five in all types of early care and education programs. Take a look at this 290-page document online at the following web address: <http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Kentucky%27s+Early+Childhood+Continuous+Assessment+Guide.htm>

References

Kentucky Department of Education (2004) *Building a strong foundation for school success: Kentucky's early childhood continuous assessment guide*. Frankfort, KY: Author. Beth Rous and Kim Townley, Editors.

Introduction to Assessment

Many common terms related to assessment are hidden within this puzzle. The terms may be written forward or backward, up or down or diagonally. How many can you locate? (The answer key can be found on page 6.)

| | | Column | | | | | | | | | | | | | | | | | | | | |
|---|-------------------|--------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|
| | | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | |
| ◆ | ACCOUNTABILITY | | | | | | | | | | | | | | | | | | | | | |
| ◆ | AUTHENTIC | | | | | | | | | | | | | | | | | | | | | |
| ◆ | BASAL | | | | | | | | | | | | | | | | | | | | | |
| ◆ | CONTINUOUS | | | | | | | | | | | | | | | | | | | | | |
| ◆ | CORRELATION | | | | | | | | | | | | | | | | | | | | | |
| ◆ | DIAGNOSTIC | | | | | | | | | | | | | | | | | | | | | |
| ◆ | GATHERING | | | | | | | | | | | | | | | | | | | | | |
| ◆ | MEAN | | | | | | | | | | | | | | | | | | | | | |
| ◆ | MEDIAN | | | | | | | | | | | | | | | | | | | | | |
| ◆ | MODE | | | | | | | | | | | | | | | | | | | | | |
| ◆ | NORM | | | | | | | | | | | | | | | | | | | | | |
| ◆ | OBSERVING | | | | | | | | | | | | | | | | | | | | | |
| ◆ | PERCENTILE | | | | | | | | | | | | | | | | | | | | | |
| ◆ | PERFORMANCE | | | | | | | | | | | | | | | | | | | | | |
| ◆ | PLAY | | | | | | | | | | | | | | | | | | | | | |
| ◆ | PORTFOLIO | | | | | | | | | | | | | | | | | | | | | |
| ◆ | SCREENING | | | | | | | | | | | | | | | | | | | | | |
| ◆ | STANDARDIZATION | | | | | | | | | | | | | | | | | | | | | |
| ◆ | RECORDING | | | | | | | | | | | | | | | | | | | | | |
| ◆ | RELIABILITY | | | | | | | | | | | | | | | | | | | | | |
| ◆ | RUBRIC | | | | | | | | | | | | | | | | | | | | | |
| ◆ | TRANSDISCIPLINARY | | | | | | | | | | | | | | | | | | | | | |
| ◆ | TRIANGULATION | | | | | | | | | | | | | | | | | | | | | |
| ◆ | VALIDITY | | | | | | | | | | | | | | | | | | | | | |

Created by Puzzlemaker at DiscoverySchool.com

KIDS NOW Scholarships Available

Interested in attending college in the spring? The KIDS NOW Early Childhood Development Scholarship program is available for staff employed at least 20 hours per week in a licensed child-care setting (in-home and center-based). The scholarship will assist eligible applicants in attending college courses which lead toward a Director's Credential, an associates or a bachelors degree in early childhood education at a participating university. The KIDS NOW Early Childhood Development Scholarship program also provides some reimbursement for educational expenses upon successful completion of a semester. Once a scholar receives a credential or degree, the scholar may also apply for a milestone achievement award.

For more information regarding the KIDS NOW Scholarship program, contact Amy Hood, Professional Development Coordinator. Amy is available to provide information by phone or an on-site appointment can be scheduled to interested persons. Amy can be reached by phone at 800-621-5908 or 270-745-2216, or by e-mail at Amy.Hood@wku.edu. IMPORTANT: In order to access the KIDS NOW Early Childhood Development Scholarship for the Spring 2005 semester, completed applications MUST be returned to Amy Hood no later than November 15, 2004 but we will accept completed applications at any time. Contact the CCR&R office to get an application.

Children with Disabilities: More Like Their Peers Than Different

Taylor Tucker, CCR&R Infant-Toddler Specialist and Quality Coordinator

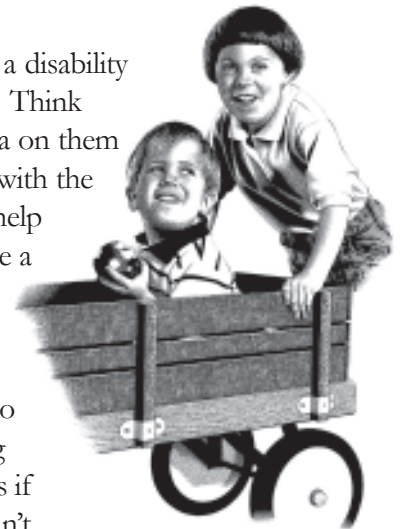
Working with children with disabilities can sometimes be very challenging. It can also be very rewarding. There are a few things we need to remember when we are working with children with disabilities: All children share certain needs; all children need to eat, sleep and be loved. Our learning goal for children should be the same regardless of their disabilities. We want children to move from where they are to the next level of development. This is the same for children with or without a disability.

Children learn by doing and should therefore participate in all activities to their maximum potential. We may need to make some adaptations to include children with disabilities. For example, we may need to push a child in a wheel chair while singing *London Bridge*. By doing this, instead of letting the child sit on the side and watch, the child will feel like he is a part of the group.

If needed, modifications should be made in the environment, materials, and equipment. This could be something as easy as putting a child closer to you during circle time so he can hear or see better. Or it could be something as simple as giving a child a spoon or paint brush that has foam wrapped around the handle to make it easier for that child to grasp. Think about the things you do for other children in your program to help them through the day. Like letting the child who won't sleep long rest in a quiet place away from the rest of the children so he won't disturb the children that are sleeping. Or letting a child look out the window and wave good-bye to his Mom to make the transition into child care easier. These are some of the same type things we may need to do for children with disabilities.

Caregivers should help children with disabilities maintain an appearance of normality. For example, a typically developing five-year-old child would not be wearing a bib. Therefore, you should not put a bib on a

five-year-old child with a disability even if they drool a lot. Think about putting a bandana on them instead. This will help with the drooling issue but also help that child look more like a five-year-old instead of a baby.



Mobility is critical to learning and developing friendships. This means if you have a child who can't move from place to place on their own, it is up to the caregiver to make sure this child gets to all the centers and is close enough to other activities to be included. Children also learn by observing peers and adults. This is another reason to make sure non-mobile children are moved close to the activities in the classroom.

Children with disabilities need to spend as much time as possible with their peers. Behavioral expectations should be consistent for all children. Don't let a child get away with a behavior just "because he has a disability." Children with disabilities should follow the same rules as the rest of the children.

Use the parents as an ongoing resource. The parent is the foremost expert on their child. The parent understands his or her child's language when no one else can. They know what their child wants and what their actions mean. Use the parents to teach you how to interpret the child's wants and needs.

For more information on a specific disability, go to the National Dissemination Center for Children with Disabilities website at www.nichcy.org. If you want more information on how you can better serve children with disabilities in your home or center, contact Taylor Tucker at the Child Care Resource and Referral at 270-745-2216 or 1-800-621-5908.

November Book Of The Month: Discovering Great Artists

Heather Alms, CCR&R Office Coordinator

Are you looking for a great art experience that incorporates art appreciation with hands-on activity? **Discovering Great Artists**, by MaryAnn F. Kohl and Kim Solga, features 110 activities for children ages 4-12 years. Each activity includes the biography of a famous artist and icons representing the experience level, art technique, planning/preparation, and artistic style. Children will paint, draw and sculpt like the great masters.

Among the great artists featured in the activities area Michelangelo Buonarroti, Vincent Van Gogh, Claude Monet, Pablo Picasso, Grandma Moses, Norman Rockwell, Jackson Pollack, and many, many more!

The Child Care Resource and Referral Lending Library is open Monday through Friday from 8:00 a.m. until 4:30 p.m. Please contact us at 270-745-2216 or 800-621-5908 to schedule a time to visit. We are located on the WKU campus in Room 151 of Jones Jagers Hall, situated on University Boulevard between Nashville Road and Russellville Road. Call us if you need directions!

If you cannot schedule a time to visit the library, materials may also be checked out by telephone. We will be happy to ship materials to your home or center. To learn more about the library's services, contact Heather Alms, Office Coordinator, for further information.

Introduction to Assessment: Answer Key

Created by PuzzleMaker at DiscoverSchool.com

| | Column | | | | | | | | | | | | | | | | | | | |
|-----|--------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Row | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T |
| 1 | L | Y | P | G | I | A | W | C | V | M | P | L | N | B | B | Z | T | D | G | N |
| 2 | A | F | T | L | N | A | U | A | I | E | C | O | D | F | N | R | P | I | N | O |
| 3 | S | J | D | I | T | I | L | T | R | R | I | O | Q | M | A | P | O | A | I | I |
| 4 | A | M | Q | K | L | I | V | C | H | T | B | L | I | N | E | A | R | G | D | T |
| 5 | B | N | G | G | D | I | E | R | A | E | J | U | S | N | Q | Q | T | N | R | A |
| 6 | R | D | O | I | U | N | B | L | E | K | N | D | R | W | Y | W | F | O | O | L |
| 7 | Q | E | T | R | T | X | E | A | Y | S | I | T | M | O | D | E | O | S | C | U |
| 8 | C | Y | L | I | M | R | S | Q | T | S | B | Z | I | F | S | Z | L | T | E | G |
| 9 | L | V | L | I | R | N | A | Q | C | N | T | O | F | C | J | S | I | I | R | N |
| 10 | N | E | B | O | A | S | E | I | T | W | U | Y | P | K | J | G | O | C | K | A |
| 11 | D | E | C | E | E | B | P | P | E | R | F | O | R | M | A | N | C | E | A | I |
| 12 | I | R | M | R | Q | L | I | I | K | G | P | X | C | N | A | I | D | E | M | R |
| 13 | Z | K | D | B | I | J | V | L | N | Z | F | Y | D | C | H | A | Q | A | B | T |
| 14 | K | K | D | N | Y | T | B | I | I | N | W | A | H | T | A | K | Q | X | D | P |
| 15 | D | A | A | E | B | E | R | W | A | T | S | C | R | E | E | N | I | N | G | L |
| 16 | S | R | D | K | M | E | E | G | Y | N | Y | K | U | C | X | R | B | G | H | A |
| 17 | Y | K | O | X | H | G | E | T | F | U | E | Y | E | S | L | G | D | G | O | Y |
| 18 | N | O | I | T | A | Z | I | D | R | A | D | N | A | T | S | Z | E | B | W | C |
| 19 | Y | L | A | W | F | P | R | S | U | O | U | N | I | T | N | O | C | U | O | G |
| 20 | X | G | R | I | D | A | G | F | W | T | M | K | X | H | G | K | J | V | B | O |

Find the word by first matching the column (A through T), then the row (1 through 20), and finally the direction (i.e., N for North, SE for Southeast, etc.) as shown for each term below.

- ACCOUNTABILITY (O-14-NW)
- AUTHENTIC (F-1-SE)
- BASAL (A-5-N)
- CONTINUOUS (Q-19-W)
- CORRELATION (C-11-NE)
- DIAGNOSTIC (R-1-S)
- GATHERING (B-20-NE)
- MEAN (C-12-NE)
- MEDIAN (S-12-W)
- MODE (M-7-E)
- NORM (B-5-SE)
- OBSERVING (L-9-NW)
- PERCENTILE (J-1-SW)

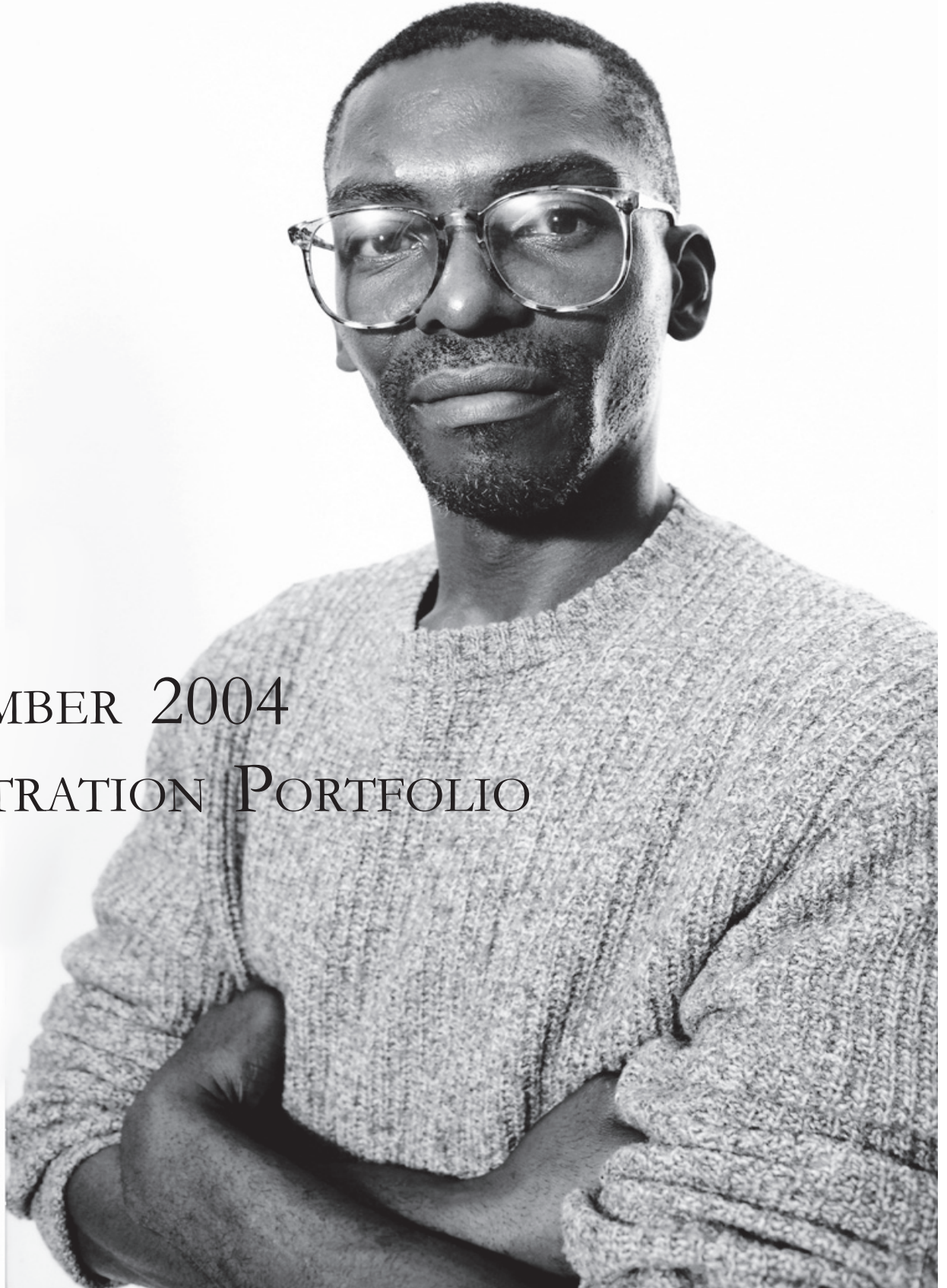
- PERFORMANCE (H-11-E)
- PLAY (T-14-S)
- PORTFOLIO (Q-2-S)
- RECORDING (S-9-N)
- RELIABILITY (A-6-SE)
- RUBRIC (M-6-NW)
- SCREENING (K-15-E)
- STANDARDIZATION (O-18-W)
- TRANSDISCIPLINARY (Q-1-SW)
- TRIANGULATION (T-13-N)
- VALIDITY (I-1-SW)

Training Cancellation Policy

Wintertime is approaching and travel during snow and ice can be a frightening experience. Please use your best judgment when traveling. In the event of inclement weather, the Child Care Resource & Referral at WKU will post training cancellation notices on our phone system. Please call 800-621-5908 (or 270-745-2215 if you are local to Bowling Green) to find out if training has been canceled. In the event of cancellation, registration payments for the canceled session will be refunded or applied to a later session.

CCR&R PROFESSIONAL DEVELOPMENT TRAINING

DECEMBER 2004
REGISTRATION PORTFOLIO



CCR&R PROFESSIONAL DEVELOPMENT TRAINING

DECEMBER 2004 REGISTRATION PORTFOLIO

The Child Care Resource & Referral at WKU is the leading provider of quality, affordable training in the 10 counties of the Barren River Area Development District. The professional staff and consultants of the CCR&R provide Professional Development Training each month on a variety of topics, suitable for both new and veteran child care and family child care staff and administrators. Events are conveniently scheduled in the evening or on Saturdays and participants qualify for Child Care Training Credits.

This special removable section of **THE CCR&R PROFESSIONAL** contains registration forms for upcoming training events for the month of December 2004. Simply detach the portfolio pages from the rest of the newsletter and copy the registration form or forms you need. Then pass the **REGISTRATION PORTFOLIO** on to your co-workers or colleagues so that they may copy the forms to register for the training in which they are interested.

Please complete and return your registration form(s) with payment by the date specified on each form. For additional details on scheduled events, please contact the CCR&R at (270) 745-2216 or (800) 621-5908.

Have You Lost Your Training Certificate?

If you've lost the certificate for any professional development training you received from the CCR&R, we will be happy to re-issue the certificate. Duplicate certificates are \$5 each and can be ordered by contacting Heather Alms at 270-745-2216 or 800-621-5908.

CCR&R PROFESSIONAL DEVELOPMENT TRAINING

SATURDAY, DECEMBER 11, 2004

MASS MEDIA & TECHNOLOGY HALL, WKU, NORMAL STREET, BOWLING GREEN, KY

MORNING SESSION: 9:00 A.M.-NOON

- PROMOTING EARLY LITERACY.** This session will examine early literacy skills and how providers can plan activities to enhance literacy development. **Presenters:** Taylor Tucker, CCR&R Infant-Toddler Specialist/Quality Coordinator. **Target Audience:** Home Providers. **CDA Subject Area:** 2. **Core Content:** Child Growth and Development. **Training Level:** 2.
- THE ROLE OF PLAY.** This session will review the importance of play while children are young and will look at how providers can facilitate play in effective ways. **Presenter:** Dr. Amy S. Hood, CCR&R Professional Development Specialist. **Target Audience:** General. **CDA Subject Area:** 8. **Core Content:** Learning Environments and Curriculum. **Training Level:** 2.

AFTERNOON SESSION: 1:30-4:30 P.M.

- PLAYGROUND SAFETY.** This session will focus on your outdoor environment and how to make it as safe as possible. **Presenter:** Dr. Amy S. Hood, CCR&R Professional Development Specialist. **Target Audience:** Home Providers. **CDA Subject Area:** 1. **Core Content:** Health, Safety and Nutrition. **Training Level:** 2.
- RECOGNIZING AND REPORTING CHILD ABUSE: A REFRESHER.** Everyone needs a review of the signs and symptoms of child abuse and neglect. This session will offer refreshing information on this important topic. **Presenter:** Taylor Tucker, CCR&R Infant-Toddler Specialist/Quality Coordinator. **Target Audience:** General. **CDA Subject Area:** 5. **Core Content:** Health, Safety and Nutrition. **Level:** 2.

Participant check-in begins at 8:30 a.m. Submit one form per person; copy as necessary. SELECT ONE CATEGORY.

BRADD AREA PARTICIPANT

Early Bird Registration Fee is \$10 per each Half-Day Session (\$20 for a full day of training).

Return form with payment by November 12, 2004.

After November 12, 2004, registration is \$15 per half-day session (\$30 for a full day of training).

NON-BRADD AREA PARTICIPANT

Early Bird Registration Fee is \$20 per each Half-Day Session (\$40 for a full day of training).

Return form with payment by November 12, 2004.

After November 12, 2004, registration is \$25 per half-day session (\$50 for a full day of training).

There will be no on-site registrations! ___ Check here to receive **CEU Credits** and include an additional \$10 fee.

Name: _____ Position: _____
Age Group(s) Served: _____ Program Name: _____
Address: _____
City: _____ State: _____ Zip Code: _____
County: _____ Phone Number : _____
E-Mail Address for Confirmation (if available): _____ Your Primary Language: _____
 Check Enclosed Purchase Order # _____ Enclosed
 Please bill my Credit Card (Visa, Mastercard, Discover): _____
Card Expiration Date: ___ / ___ / ___ Signature: _____

Please return completed registration form with payment NO LATER than November 12, 2004 to:
Child Care Resource & Referral, WKU, 117 Jones Jagers Hall, 1 Big Red Way, Bowling Green, KY 42101

ACCESSIBILITY NEEDS: Do you have a disability that requires special materials or services? Please explain: _____

CANCELLATIONS: To avoid obligation for payment of fees or to obtain a refund, all cancellations must be received **in writing five working days prior** to the event.

Upcoming Training by Target Audience

Looking for training specific to a particular target audience or service model? Here's a ready reference of upcoming training dates broken down by audience to help you plan your training.

Administrators

| | |
|---------------|-------------------|
| Nov. 9, 2004 | Management Issues |
| Feb. 15, 2005 | Management Issues |
| Apr. 7, 2005 | Management Issues |

General Audiences

| | |
|---------------|------------------------------------|
| Nov. 9, 2004 | Health and Safety |
| Nov. 18, 2004 | General Child Care Issues |
| Dec. 11, 2004 | General Child Care Issues |
| Feb. 8, 2005 | Television and Music |
| Mar. 8, 2005 | Guidance |
| Mar. 19, 2005 | General Child Care Issues |
| Apr. 14, 2005 | What's Cooking? |
| May 12, 2005 | Playground Safety |
| May 21, 2005 | General Child Care Issues |
| Jun. 2, 2005 | Professionalism |
| Jun. 7, 2005 | Professional Interactions & Ethics |
| Jul. 16, 2004 | General Child Care Issues |

Home Care Providers

| | |
|---------------|---------------------------|
| Dec. 11, 2004 | In-Home Child Care Issues |
| Feb. 19, 2005 | In-Home Child Care Issues |

Infant-Toddler Issues

| | |
|---------------|-----------------------|
| Jun. 18, 2005 | Infant-Toddler Issues |
|---------------|-----------------------|

Orientation Training for Early Care & Education

Professionals

| | |
|---------------|-----------------------------------|
| Jan. 15, 2005 | Orientation for ECE Professionals |
| Mar. 19, 2005 | Orientation for ECE Professionals |
| May 21, 2005 | Orientation for ECE Professionals |

Potential Child Care Providers

| | |
|---------------|-------------------|
| Jan. 20, 2005 | Start Up Training |
| Apr. 21, 2005 | Start Up Training |

Preschool Audiences

| | |
|---------------|-----------------------|
| Feb. 19, 2005 | Preschool Care Issues |
| Apr. 16, 2005 | Preschool Care Issues |
| Jun. 18, 2005 | Preschool Care Issues |

Registered Providers

| | |
|---------------|---------------------------------|
| Jan. 15, 2005 | Registered Provider Orientation |
| Mar. 19, 2005 | Registered Provider Orientation |
| May 21, 2005 | Registered Provider Orientation |

School-Age

| | |
|---------------|-------------------|
| Apr. 16, 2005 | School Age Issues |
|---------------|-------------------|

STARS for KIDS NOW

| | |
|---------------|------------------------|
| Nov. 9, 2004 | STARS Overview Session |
| Jan. 11, 2005 | STARS Overview Session |
| Mar. 3, 2005 | STARS Overview Session |
| May 3, 2005 | STARS Overview Session |

Want to Be Published? Want to Announce An Event?

If you are an administrator, coordinator, teacher, or caregiver, we encourage you to articles to be considered for publication in **THE CHILD CARE PROFESSIONAL**. You can share your experiences in early care and education, tell us about activities that work well with children, share ways you communicate and involve families, or discuss ideas for working with colleagues or community partners. Do you have a scholar story to tell about going back to school? Have a story about working on STARS for your facility? Want to tell us about your experiences starting your child care program? We welcome your submissions.

All non-profit agencies are also welcome to submit announcements for consideration of publication in the CCR&R newsletter. Describe your services, let us know about an upcoming event, or describe a specialized service your agency provides. We do not guarantee acceptance or the exact date of publication, but we want you - as our partners in early childhood - to freely contribute to YOUR newsletter. We will make every effort to include your articles and announcements in **THE CHILD CARE PROFESSIONAL** on a timely basis. *All articles, submissions, and announcements should be limited to 400 words or less, and must be typed and sent electronically. (Sorry, submissions cannot be returned.)* You may e-mail your submissions to connie.smith@wku.edu, or mail them on disk to:



Child Care Resource & Referral at WKU
1 Big Red Way, 117 Jones-Jaggers Hall
Bowling Green, Kentucky 42101

Desperately Seeking Sam:

The Quest to Increase Male Involvement in Early Childhood Programs

Jill Bella and Teri Talan

Several years ago a center director in need of a preschool teacher placed an ad in the local newspaper that led with the line **Desperately Seeking Susan or Sam**. The advertisement referenced the title of a popular movie in hopes of attracting the attention of a potential teacher. While no Sam (or any other man) applied for the job, the ad did attract the attention of a Sue, who was ultimately hired. In reality, there were likely to be few men reading the want ads seeking a job as teacher in early childhood.

We know that young children need consistent, nurturing relationships with both men and women to develop strong gender identities. With more than 60% of young children in non-parental care during part of their day, it is alarming that less than 5% of the early care and education workforce is comprised of males. Why are there so few men working directly with young children? The most commonly cited reason is the low wages typically paid to early childhood teaching staff. There are, however, other contributing factors.

To help untangle the web of contributing factors, the Center for Early Childhood recently hosted a public policy forum on the topic titled *Where are the Men?* at its recent Leadership Connections Confer-

ence. The dialogue continued after the conference on the Center's online discussion forum, hosted by Bryan Nelson, a national expert on male involvement in early childhood education. In addition, the Center conducted a study of 336 directors across the country to learn about their beliefs and behaviors regarding male involvement in early childhood.

Real Men Work in ECE

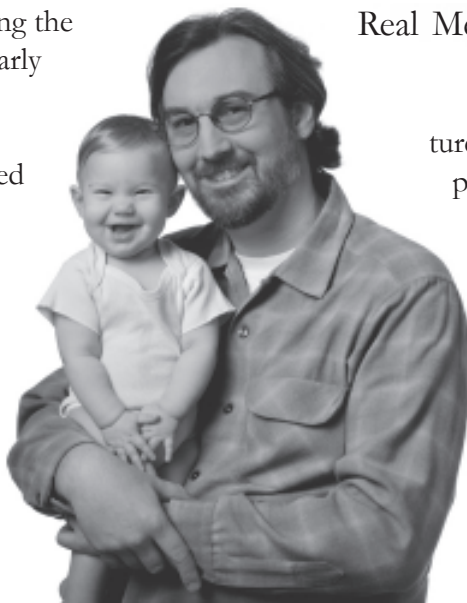
At the public policy forum, featured speaker Dr. Bill Ayers stressed the point that encouraging male involvement promotes diversity, workforce development, and social justice. Many years ago, Dr. Ayers quipped that there is still a suspicion among the public that a man who takes care of kids is like a man eating quiche - he just isn't a real man. Today, men who work with young children still encounter this stereotype. Many assume that caring for children is women's work and that

men cannot be nurturing. A man who teaches young children is often considered "odd" or "unusual," even a possible child abuser.

Stereotyping creates a formidable challenge to the professional involvement of men in the care and education of young children. These biases must be addressed - both for recruiting men as teachers and for encouraging fathers to be involved in early childhood programs. One participant in the online discussion shared this story:

When my children were young, my wife traveled extensively in her work. One day at pick-up time, my daughter's preschool teacher told me that my daughter hadn't been feeling well. She looked right at me and said, "Be sure to tell Mom when you get home that it was a rough day and

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(Seeking Sam. Continued from Page 11.)

she'll need to take good care of Sarah tonight." Hello! I'm standing right here. I'm a competent parent. I'm a very involved dad... and any care and love my daughter was going to get that night was going to come from me.

It is important that early childhood professionals not operate under the assumption that only mothers can nurture. Otherwise, we perpetuate the gender stereotyping and bias that discourages fathers from getting involved. The same underlying assumptions negatively impact male participation in the early childhood workforce.

Gender-Biased vs. Gender-Balanced

Sometimes administrators are so fearful of allegations of child abuse that they implement gender-biased policies and procedures. An example of a gender-biased policy is the rule (whether in writing or not) that male teachers should not change diapers or take children into the bathroom to assist with toileting. While the prevention of child abuse is an important concern of center directors, the inference drawn from such a policy is that male teachers are more likely to be abusive than female teachers. The goals of protecting children from harm and preventing false allegations of child abuse can best be accomplished with a gender-balanced policy. Such a policy might provide that a staff member, male or female, is never alone with children, the door to the children's bathroom is always open, and families are welcome to visit at all times.

Being Intentional About Male Involvement

One of the participants to the online discussion wrote: *I think most men can sense a girl's club mentality and will do everything in their power to avoid swimming against such a tide. A clear message that "men are welcome here!" is the single most effective method for encouraging male involvement with young children.*

How and where this welcome message is communicated is critical. When the "desperately seeking Susan or Sam" ad appeared in the newspaper, it was placed in the child care section of the classified ads.

The inclusive language suggested that male applicants were welcome. However, to be truly intentional about recruiting males, the ad should have been placed in the classified section for recreation or youth work. In addition, a flyer should have been posted at community centers, churches, mosques, synagogues, and the local gym or health club. It is important to *know* where the men are and to creatively craft *your* message and recruitment strategy to reach them.

Directors also need to consider male involvement from a system's perspective. Once you have attracted male teachers to your center, you need to retain them by having policies and practices in place regarding orientation, mentoring, and ongoing professional development.

Create an orientation for all new staff that includes strategies for working with young children, how to access up-to-date educational resources, and information on whom to



turn to for different issues. Also consider implementing a peer mentoring program with both female and male coaches who can provide emotional and technical support during the first year on the job and serve as role models for new staff.

So, Where are the Men?

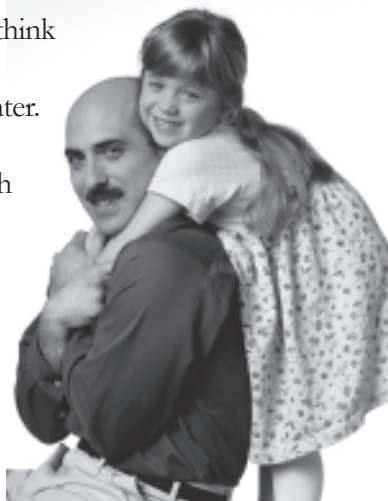
Bryan Nelson believes the men are out there; they just need to be encouraged to teach young children:

*I think there are lots of effective ways to recruit men. I don't accept the premise that there aren't men out there who want to teach young children. The way I challenge that belief is to ask the question: **How have we recruited women to be carpenters or professional athletes?** We need to have some specifically tailored programs for young men about the rewards of caring for young children. We also need some incentives, perhaps scholarships, to attract more men into teaching. Finally, we need to be advo-*

(Continued on Page 13)

ates for the cause by asking younger and older men, "Have you considered working with children?" Then we need to set up a Mentoring program to support them.

Take some time to think about the issue of male involvement at your center. What are you doing to encourage males to teach at your program? How do the female teachers at your center interact with male teachers? Are you creating a gender-balanced and welcoming environment for males?



Addressing the issue of male involvement with staff and families should be a high priority for programs seeking to create optimal learning environments for young children.

To learn more about ways to recruit men for your child care center or program, see the article on page 14 - **Tips for Recruiting Men.**

References

- Nelson, B. (November 2002). *The importance of men teachers and reasons why there are so few.* Minneapolis, MN: MenTeach.
- The Center for Early Childhood Leadership. (2004, Summer). *Directors' perceptions about male involvement in early childhood programs.* **Research Notes.** Wheeling, IL: Center for Early Childhood Leadership at National-Louis University.

Welcome Our New Assistant!

The CCR&R would like to extend a warm welcome to our new student assistant, **Sara Redmon.** Sara is currently working on a middle grades education degree at Western Kentucky University. We are excited to have Sara as a part of our team and look forward to working with her.

Learning About the CCCC

The Commonwealth Child Care Credential, a credential for early care and education professionals in Kentucky, is awarded by the Cabinet for Families and Children and the Office of Early Childhood Development. The Commonwealth Child Care Credential is awarded to individuals after they have participated in 60 clock hours of training provided by an approved agency.

The CCR&R at WKU, the approved agency for the BRADD area, provides the instruction in the required eight Core Competency areas including child growth and development, learning environments and curriculum, health, safety and nutrition, family and community partnerships, child assessment, professionalism, and program management.

You can enroll in the Commonwealth Child Care Credential Classes by contacting the CCR&R at 800-621-5908 or 270-745-2216 for an application packet. This packet must be completed by the interested person and submitted to Amy S. Hood, CCR&R Professional Development Specialist. The next class will begin January 15, 2005 and will continue through June 2005, so if you are interested you should contact the CCR&R to get your application in **before December 1, 2004.**

Once you have earned a Commonwealth Child Care Credential, you will be eligible for a milestone award funded by the KIDS NOW program as funds are available. The Commonwealth Credential is good for one year from the date of award. To maintain the credential, one must attend 15 hours of training annually in order to maintain the credential. Those who have earned the Commonwealth Credential will have attended half the training hours required for a Child Development Associate (CDA), a nationally recognized credential for early care and education professionals. The CCR&R also provides the remaining training necessary for interested persons in obtaining the CDA.

For more information, call Amy S. Hood, Professional Development Specialist at 800-621-5908 or contact her by e-mail at Amy.Hood@wku.edu.

Tips for Recruiting Men

Creating an advertisement that appeals to men is a good start, but it's not enough. Centers must think creatively about how to recruit men. Also, you may be an equal opportunity employer, but are you equally encouraging both females and males to apply for positions posted in your center? The following suggestions may help increase the number of male applicants interested in working at your center.

Speak to men. While you may use gender-free wording in an advertisement, your message may not be clear. Since men are not as prevalent in early childhood, advertisements need to actively state that a program is seeking men in addition to women.

Location is everything. You aren't going to recruit men if you place your ad in newspapers and magazines they don't read. Think about posting advertisements in the recreation classified section of your local newspaper, on the bulletin board of your local health club and gym, or in newsletters that appeal more to men. Join Internet discussion forums on the topic of male involvement and let your needs be known!

Don't hesitate to collaborate. Think outside the box when it comes to collaborating with organizations. Take note of current events such as troops returning from active duty. Contact your regional Veterans Affairs office to see if it posts job announcements. Oftentimes returning soldiers are looking for meaningful new job opportunities. Know of a business that recently announced cutbacks? Work with its human resource department to recruit employees in need of new employment.

Look high and low. There are many programs that use senior volunteers in their programs. Consider hiring foster grandfathers to create more diversity in your program. Speak to students at your local high school and highlight your interest in recruiting male volunteers. Sometimes a volunteer position or part-time summer job can turn into a permanent position.

Use men to get more men. The best poster child for male involvement in early care and education is a man who is already involved and can articulate the benefits of working with young children. Ask your male employees to recruit other men who might be interested in joining your program. Try to hire more than one male teacher. This will reduce the sense of isolation the male teachers often experience.

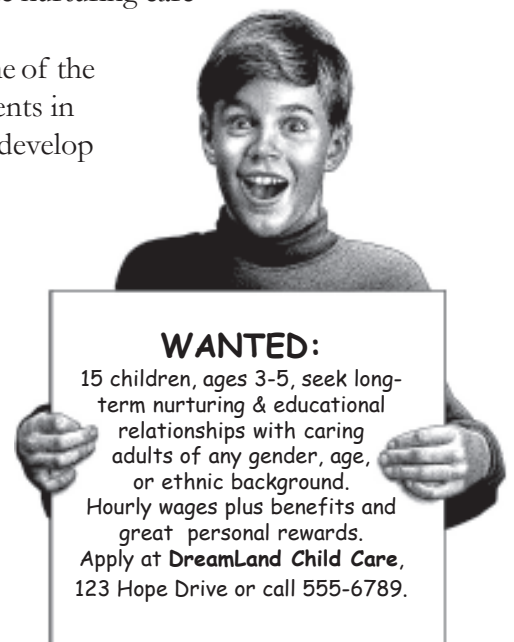
Change your attitude. Could it be that you don't have men in your program because you don't think men can nurture children? If this is the case, think of the fathers of children who attend your program. There are many wonderful examples of fathers who provide nurturing care for their own children.

Open the eyes of your biggest supporters. Resistance from parents is one of the main reasons directors give for not hiring male teachers. Involve parents in open discussions that address their concerns. Together with parents, develop a nurturing policy on how the physical and emotional needs of the children will be met by all the teachers in your center.

Hang a carrot on a stick. Entice men to your program by offering tuition reimbursement, access to publicly funded teacher scholarships, and other incentives.

A Final Note: As with any recruitment effort, potential employees must be screened, provided with supervision, and trained in basic skills~these issues are not gender specific.

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Young Children in the Electronic Age

Sherri Meyer, CCR&R Coordinator

We live in a world where televisions, computers, and video games are very common. Just 25 years ago, there was not so much emphasis put on television and “favorite shows.” Home computers and video games were still science fiction. Today, more and more children are spending increasing amounts of time watching television, playing video games, and using the computer, which is not always the best choice.

We are learning new information about the effects of young children who view television. Through television, children are experiencing violence, destruction, and sexual behaviors which they are not ready to encounter. Our responsibilities are to monitor what is viewed and to find alternative activities instead of television.

Think about how much time your child or the children in your care use the computer, play video games, or view television in a day, week, or month. You will be amazed at the amount of time that children are sitting and watching instead of playing and exploring their world. Children are sitting more and exercising less, which is leading to health problems in many children. Adults also fall into this trap.

Children who are exposed to violence are more likely to be aggressive towards others. They may become less sensitive to others who are in pain or may view violence as common. Some children will become more fearful of their world and feel that they are not safe at school, home or child care. When children are not engaged in play, but are watching television or playing a video/computer game, they are not using their imagination and creativity that children develop through play.

If your child or the children you serve watch television or use computers, there are a few guidelines that may assist you as you evaluate and make changes to your television viewing and computer habits.

- ◆ Set time limits on television, computer, or video game use. Turn the television off while doing homework or eating a meal together.



- ◆ Plan what children will see. Be careful that the show, video, or game is appropriate to their age. You can ensure this by watching with the children.
- ◆ Commercials are very persuasive. Help children see that the foods shown are not always healthy choices and that the toys shown are not needed. Commercials encourage the viewer’s desire for unneeded items and often encourage us to make unhealthy choices. Teach children to know the difference.
- ◆ Set a good example of television or computer use by evaluating your own habits as the adult in the child’s life. Children do learn by watching us.
- ◆ Provide your child with alternatives to the television, computer, or video game. Play a game; read a book; go outdoors; play ball; take a walk; take up a new hobby; play a new instrument; or just **PLAY!**

Children need the guidance of adults in their lives and they will do as we do, so look at your habits and make adjustments where needed.

For more information on media violence and young children, visit the websites of the American Academy of Pediatrics at www.aap.org or the National Association for the Education of Young Children at www.naeyc.org. The CCR&R also has some resources on television viewing and media violence. Fee free to contact our office for those resources.

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THE CHILD CARE PROFESSIONAL

The Newsletter of the Child Care Resource & Referral at WKU

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