THE CHILD CARE PROFESSIONAL

The Newsletter of the Child Care Resource & Referral at WKU

Volume XI, Number 10 October 2004

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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 Specialist
Jill Norris, Early Childhood Health Coordinator
Amy Hood, Professional Development Specialist
Cynthia Sprouse, Professional Development Assistant
Sherri Meyer, CCR&R Coordinator
Taylor Tucker, Infant-Toddler & Quality Coordinator
Heather Alms, CCR&R Office Coordinator
Erin Troscinski, Office Assistant

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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*).

KIDS NOW Scholarships: Making Dreams Come True

Dennis Angle, Training & Technical Assistance Services at WKU
with Lori Wallin, WKU IECE Graduate Student, and Beth Schaeffer, Preschool Teacher, Cumerland Trace Elementary

The way that Lori Wallin tells it, she was rescued from a career of changing college majors 20 years ago when she married her husband Jim.

"I had already changed my major three times by the time I was a Sophomore," Lori said. "I knew this was the man I wanted to have children with, so I quit college and we got married."

Several years later, Jim and Lori had three children in just three short years. For over 11 years after that, Lori described herself as a stay-at-home mom, though she was deeply involved in her children's education by being active in the PTA and Site-Based Decision Making (SBDM) projects. In 1998, Jim suggested that perhaps Lori should get a job at the school and actually make some money for all of the time she spent there.

"Sarah, my oldest, was starting sixth grade. Amy, my middle child, would be in the fifth grade; and my youngest, Jimmy, would be in the third," Lori said. "So I agreed to apply for a position at the school."

It was at just that time that Beth Schaeffer found herself back in the classroom as a public preschool teacher at Cumberland Trace Elementary School. With just a few days to prepare for the year, the need for an instructional assistant was obvious, so Beth began working with her principal to interview and find a suitable applicant.

"We interviewed several interested applicants, but I quickly chose Lori Wallin," Beth said. "Although she had no classroom experience, formal training, or education in child development, I felt that having three children in elementary school would give her at least an idea of what young children might need."

For Beth Schaeffer, left, watching Lori Wallin's progress toward her early childhood degree was like "watching a flower bud, and then bloom."

As they struggled to prepare the classroom for the first day of school, Beth soon found that Lori was full of questions. "She was concerned with things like schedules, and the location of materials, and learning the names of the new students," Beth said. "I sometimes found myself without the answers Lori was looking for. I just hoped that eventually the number of questions would fade, and Lori would just follow my lead."

But when school opened and the two jumped into the daily routine, Lori was even more full of questions, and the questions were becoming more and more complicated. *Why do we eat family style? Why do we have learning centers? What are the children supposed to learn from this activity?*

"I quickly learned that if I answered her questions," Beth said, "Lori was quick to implement any activity with skill and insight. Soon, she had taken a great deal of initiative and was performing like a seasoned early childhood professional. She was quick to question my practices, but she was also quick to learn and to assist with problem solving and planning."

For Lori, working as an instructional assistant was a revelation. "I learned so much from Beth that I wished I had known when my kids were younger. I also learned I had done some things right! I quickly fell in love with my 30 new kids, and I gained a greater appreciation of my own three children at home."

Toward the end of that first year, Beth began to discuss Lori's career goals. "Lori was working so hard, and had learned so much, but she was being paid very little," Beth said. "When I learned she had taken college courses in nursing and several other fields, but had never considered a degree in education, I began to encourage Lori to pursue a degree in early childhood education."

For Lori, however, committing herself to returning to college wasn't that easy. She and Jim were already saving what they could for their children's higher education and there was no pot of money for Lori to attend college. That is, until one day in the summer of 2001, when Lori answered the phone and heard Beth's voice say, "I found you a scholarship."

Kentucky's KIDS NOW Scholarships had first been created to provide funding to child care workers wishing to pursue Associate's or Bachelor's degrees in early childhood education. In July of 2001, the program was extended to include instructional assistants working in state-funded preschools. Beth and Lori consulted their district office, and Lori was given the go-ahead to submit an application through the local Child Care Resource & Referral office to become a part the KIDS NOW Scholarship program.

After working with the Professional Development Coordinator at the CCR&R to obtain a KIDS NOW Scholarship, Lori met with academic advisors at Western Kentucky University and formulated a plan for completing her degree in Interdisciplinary Early Childhood Education. Then she enrolled in her first classes.

"I was so nervous; I hadn't been in school for years!" Lori said. "One of my first classes was Child Development. Our teacher, Janet Fugate, helped me understand why Beth did so much of what she did in our classroom. I began to understand the theory behind our practice, and I really began to understand that working with children was what I wanted to do for the rest of my life."

While working on her degree, Lori still managed to work full time in the classroom. What she quickly learned, she could not wait to put into practice. "I could see tremendous growth in her each semester," said Beth. "She began to recommend changes in our classroom. She often expressed her increasing understanding of the reasons for our actions. It was like watching a flower bud, and then bloom."

In May of 2004, Lori received her Associate's Degree in Interdisciplinary Early Childhood Education. Because of the coursework she had completed before her marriage, she also received a Bachelor's Degree in General Studies. This summer, Lori enrolled in WKU's Master's Degree program in IECE. If all goes well, she should graduate in the summer of 2005. With her children poised to begin entering college next year, Lori will graduate in time to start paying for them to go to Western.

"I have no doubt that Lori Wallin will meet this new challenge and be an early childhood teacher of the highest quality and a true asset to the early childhood field." Beth said. "The KIDS NOW Scholarship program made this dream come true for Lori, and for the children and families she will serve."

"I will not lie and tell you it was all candy and roses," Lori said. "I've cried a few times, I've threatened my computer with its life, and yelled at my husband more than I should have. But once you get into the swing of school, it all just becomes part of your routine. I'm not sure who is more proud of me - my kids, my parents, my husband, or Beth Schaeffer."

Curious About KIDS NOW Scholarships?

If you want to learn more about the KIDS NOW Scholarship program and how you, too, can obtain a scholarship and continue your professional growth, please contact the Child Care Resource & Referral (CCR&R) at 1-800-621-5908 or 270-745-2216. You can also contact us by e-mail at *ccrr.expert@wku.edu.*

We look forward to helping you make your dreams of professional development come true!

Are YOU Going to VOTE?

Jill Norris, CCR&R Early Childhood Health Coordinator

The 2004 Election is drawing near and it is important that everyone have their voice heard at the polls. Voting for local and state offices as well as a U.S. President in November is a fundamental responsibility for the early care and education community. If you do not already have an issue that you feel strongly about, maybe some of the information listed below will help you find a cause to fight for through your vote.

POVERTY. In August, the Center on Budget and Policy Priorities released new census information regarding poverty and uninsured Americans. The data show that "the number and percentage of Americans living below the poverty line increased for the third consecutive year in 2003."[1] Additionally, the increase in poverty was concentrated among children - the number of poor children rose by 733,000 to 12.9 million in 2003.[2]

HEALTH INSURANCE. Working age adults, aged 18 to 64, have been hit hard when it comes to insurance coverage. "Some 36.3 million people - 20.2 percent of all people in this age group – were uninsured in 2003."[3]

UNEMPLOYMENT. "The average number of jobs fell by 410,000 from 2002 to 2003, and the average unemployment rate rose to 6.0 percent, up from 5.8 percent in 2002 and 4.0 percent in 2000."[4]

Maybe now you have an issue that you feel strongly about. So, which candidate is right for you? There are many resources that can assist you in determining which candidate is right for you. For instance, to see if you agree more often with George Bush or John Kerry on the issues, answer the questionnaire at *President Match* at *http://www.presidentmatch.com/Main.jsp2?cp= main.* This site also allows you to compare these candidate's views on many issues.

The Project Vote Smart Web Site, *http://www.vote-smart.org*, states that "Project Vote Smart, a citizen's organization, has developed a Voter's Self-Defense system to provide you with the necessary tools to self-govern effectively: abundant, accurate, unbiased and relevant information. As a national library of factual information, Project Vote Smart covers your candidates and elected officials in five basic categories: biographical information, issue positions, voting records, campaign finances and interest group ratings."[5] This site allows you to look up Kentucky's candidates for Senator and Representative and view their position statements and voting records.

Once you cast your vote it is important to stay connected to Kentucky's legislators. You can do that by joining *Parent Voice: A Grassroots Advocacy Effort* at *http://www.parentvoice.org/*. Joining this group provides you with the following benefits: "Clear and concise information on legislation affecting early care and education. Regular e-mails on pending legislative action related to early childhood issues. An easy, one-step method for emailing legislators about issues affecting young children and their families."[6]

Finally, cast your vote! Casting your vote is an excellent way to advocate for Kentucky's children and the early care and education industry. Our industry is a powerful economic force, which enables South Central Kentuckians to go to work every day. Advocacy for our industry is one of the most important aspects of our jobs that we frequently neglect. Take this opportunity to stand up for children and their families and the people that keep our community working this November. SEE YOU AT THE POLLS!

Footnotes

[1-3] Census Data Show Poverty Increased, Income Stagnated, and the Number of Uninsured Rose to a Record Level in 2003, page 1, The Center on Budget and Policy Priorities Web Site, *http://www.cbpp.org.*, page 1.

[4] Ibid, page 2.

[5] Project Vote Smart web site, *http://www.vote-smart.org.*

[6] **Parent Voice: A Grassroots Advocacy Effort** web site, *http://www.parentvoice.org/*

October Book Of The Month:

The Big Book of Business Games

Heather Alms, CCR&R Office Coordinator

Attention Directors! Are you looking for ways to make staff meetings fun and effective? Are you looking for creative openings to get your staff excited and energized? The CCR&R library has a collection of games, ice-breakers and exercises guaranteed to make your staff meetings something to look forward to!

October's book of the month, *The Big Book of Business Games* by John Newstrom & Edward Scannell, is part of this collection. Get your employees' attention by opening with a brainteaser. Spark discussions with a problem-solver or communication activity. Have fun with team building exercises and more! **The Big Book of Business Games** is full of ideas and activities for getting your meeting off on the right foot!

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, Jones Jaggers Hall Room 151. 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.

Farewell Erin!

The Child Care Resource and Referral would like to thank our student office assistant Erin Troscinski for all her hard work and dedication! Sadly, Erin's last day with us will be October 1st. We wish her good luck during her final year at WKU. You will be greatly missed, Erin!

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 Associate's or a Bachelor's 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 Early Childhood Development 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.

CCR&R Professional Development Training

November 2004

Registration Portfolio

CCR&R Professional Development Training

November 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 November 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.

Registration Form
Child Care Resource & Referral Professional Development Training

STARS FOR KIDS NOW:
OVERVIEW FOR TYPE I CENTERS

6:00-9:00 P.M., THURSDAY, NOVEMBER 4, 2004
ROOM 104, JONES-JAGGERS HALL, UNIVERSITY BOULEVARD, WKU, BOWLING GREEN, KY

This session will provide an overview of how being a part of the STARS for KIDS NOW Rating System can benefit your program and the children in your care. This training is mandatory for any program wishing to participate in STARS for KIDS NOW Quality Rating System. ***Target Audience:*** Directors/Owners only. If a center has an off-site Director, then the Director/Owner and the on-site Supervisor must both attend. ***Presenter:*** Taylor Tucker, CCR&R Quality Coordinator. ***Level 2. TRAINING HOURS ARE NOT AWARDED FOR THIS TRAINING.***

Doors will open and participant check-in will begin at 5:30 p.m.
You may copy and share this form as necessary. Please print clearly and submit one form per person. ***There will be no on-site registrations!***

There is **no registration fee** for this event, but please return your registration form to ensure that sufficient space is available.

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: _____

Please return completed registration form NO LATER than October 22, 2004 to:

Child Care Resource & Referral
117 Jones Jaggers Hall, WKU, 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.*

Registration Form

Child Care Resource & Referral Professional Development Training

ADMINISTRATORS' TRAINING: *SECOND STEP* CURRICULUM

1:30-4:30 P.M., TUESDAY, NOVEMBER 9, 2004

ROOM 104, JONES-JAGGERS HALL, UNIVERSITY BOULEVARD, WKU, BOWLING GREEN, KY

Join us for this training designed for administrators to determine how the *Second Step* curriculum can work for your preschool staff. This curriculum helps teach social and emotional skills for violence prevention to preschool children. The program includes research-based, teacher-friendly curricula, and parent-education components and teaches skills such as empathy, impulse control, anger management, and problem-solving. ***Presenter:*** Karen Chapman, Interim Director, Regional Training Center. ***Target Audience:*** Administrators, Owners, Directors, Site Supervisors, Managers. ***CDA Subject Area:*** 3. ***Core Content:*** Learning Environments and Curriculum. ***Training Level:*** 3.

Doors will open and participant check-in will begin at 1:00 p.m. on the day of the training.
You may copy and share this form as necessary. Print clearly and submit one form per person.

☐ **BRADD AREA PARTICIPANT**	☐ **NON-BRADD AREA PARTICIPANT**
Early Bird Registration Fee is $10 per participant.	*Early Bird Registration Fee* is $20 per participant.
Return form with payment by October 22, 2004.	**Return form with payment by October 22, 2004.**
After October 22 registration is $15 per participant.	*After October 22 registration is $25 per participant.*

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 October 22, 2004 to:

Child Care Resource & Referral
117 Jones Jaggers Hall, WKU, 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.*

Registration Form
Child Care Resource & Referral Professional Development Training

General Health and Safety Practices

6:00 - 9:00 p.m., Thursday, November 18, 2004

Barren Co. Cooperative Extension Office, 1463 West Main Street, Glasgow, KY

This session will look at the practices that we have in place as well as how to make changes in the health and safety of our children in child care. ***Presenter:*** Sherri Meyer, CCR&R Coordinator. ***Target Audience:*** General. ***CDA Subject Area:*** 1. ***Core Content:*** Health, Safety, and Nutrition. ***Traning Level:*** 3.

Doors will open and participant check-in will begin at 5:30 p.m. on the night of the training.
You may copy and share this form as necessary. Print clearly and submit one form per person.

☐ **BRADD AREA PARTICIPANT**	☐ **NON-BRADD AREA PARTICIPANT**
Early Bird Registration Fee is $10 per participant.	*Early Bird Registration Fee* is $20 per participant.
Return form with payment by October 22, 2004.	**Return form with payment by October 22, 2004.**
After October 22, 2004 registration is $15 per participant.	*After October 22, 2004 registration is $25 per participant.*

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 October 22, 2004 to:

Child Care Resource & Referral
117 Jones Jaggers Hall, WKU, 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.*

CCR&R Professional Development Training

Saturday, November 20, 2004

Mass Media & Technology Hall, WKU, Normal Street, Bowling Green, Ky

Morning Session: 9:00 a.m.-Noon

- ❑ **Partners for a Healthy Diet.** Join us for this interactive session as we explore the components and techniques for providing healthy diets for healthier children. ***Presenters:*** Diane Sprowl, Dietitian, Barren River Health Department, and Dr. Amy S. Hood, Professional Development Specialist. ***Target Audience:*** General. ***CDA Subject Area:*** 1. ***Core Content:*** Health, Safety & Nutrition. ***Training Level:*** 3.
- ❑ **Orientation Training for Early Care and Education Professionals, Part 1: Healthy, Safety and Sanitation.** Formerly called the New Employee Orientation, this is a mandatory six-hour training that all child care employees must attend during the first 90 days of employment. ***Presenter:*** Jill Norris, CCR&R Early Childhood Health Coordinator. *Target Audience:* New Employees. ***CDA Subject Area:*** 1. ***Core Content:*** Health, Nutrition, and Safety. ***Training Level :*** **1**.

Afternoon Session: 1:30-4:30 p.m.

- ❑ **Peace-Focused Classrooms.** This session will examine the impact of world violence on children in our care and ways of counteracting the negative effects of societal violence. Strategies for developing peace-focused classrooms that incorporate trust, dafety, responsibility, mutual respect and cooperation into all aspects of the environment will be discussed. ***Presenter:*** Jill Norris CCR&R Consultant. ***Target Audience:*** Infant/Toddler. ***CDA Functional Area:*** 3. ***Core Content:*** 2. ***Training Level:*** 2.
- ❑ **Orientation Training for Early Care and Education Professionals, Part 2: Recommended Practices.** Formerly called the New Employee Orientation, this is a mandatory six-hour training that all child care employees must attend during the first 90 days of employment. ***Presenter:*** Dr. Amy S. Hood, CCR&R Professional Development Specialist. *Target Audience:* New Employees. ***CDA Subject Area:*** 1. ***Core Content:*** Learning Environments and Curriculum. ***Training Level :*** **1**.

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

❑ **BRADD AREA PARTICIPANT**	❑ **NON-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 October 22, 2004.** *After October 22, 2004, registration is $15 per half-day session ($30 for a full day of training).*	*Early Bird Registration Fee* is $20 per each Half-Day Session ($40 for a full day of training). **Return form with payment by October 22, 2004.** *After October 22, 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 October 22, 2004 to:
Child Care Resource & Referral, WKU, 117 Jones Jaggers 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.

DEVELOPMENTAL HOTLINE!

5:30 - 7:30 P.M., TURSDAY, NOVEMBER 23, 2004

Phone in and join us as we discuss the basic areas of development and explore activity ideas for you to plan that will enhance a child's development. ***Presenter:*** Taylor Tucker, CCR&R Quality Coordinator. ***Target Audience:*** General. ***CDA Subject Area:*** 8. ***Core Content:*** Child Growth & Development. ***Training Level:*** **3.**

The Child Care Resource & Referral at WKU is pleased to announce this special telephone conference call. The training format allows you to participate by telephone from your home, office, or other location. The cost is only $6 per participant ($10 for Non-BRADD Area participant) plus the cost of your telephone call. After you register and shortly before the telephone event, you will be mailed the session handouts, directions for calling in, and the central phone number you should call to participate.

After the call, the CCR&R phone service provider will provide the names of those participating in the call and the length of their participation. Certificates for two hours of training will be mailed to all registered participants whose phone lines remained active for the full length of the telephone conference call.

You may copy and share this form as necessary. Please print clearly and submit one form with payment per person.

☐ **BRADD AREA PARTICIPANT**	☐ **NON-BRADD AREA PARTICIPANT**
Registration Fee is $6 per participant. **Return form with payment no later than October 22, 2004.**	*Registration Fee* is $10 per participant. **Return form with payment no later than October 22, 2004**

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: _____

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Professional Development by Target Audience

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

Administrators

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

General Audiences

Oct. 16, 2004	General Child Care Issues
Oct, 26, 2004	Health and Safety
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

Oct. 16, 2004	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

Oct. 7, 2004	Start Up Training
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 submssions 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

What Should Your Pre-School Schedule Include?

Taylor Tucker, Infant Toddler Specialist and Quality Coordinator

A basic daily schedule for pre-school should exist and be familiar to children. This schedule should represent what the children experience on a daily basis. For example, children know that everyday after breakfast they wash their hands and go outside. Children should know that they come inside, wash their hands, and then join the group for circle time where they will sing songs and make plans.

Although a basic schedule is important, you don't want the schedule to be too rigid. A strict schedule will not allow for any child individualization and may create frustration and behavior management issues. An example of a schedule that is too rigid is using a timer and moving children to the "next center" after five or ten minutes. A child may be in the middle of building a structure with the blocks and may not be allowed to finish this task before moving to the next activity. One more example of a rigid schedule is when a program asks children to all use the bathroom at the same time, and has no provisions for the children to use the bathroom at any other time.

Still, you do not want a schedule that is too flexible. If your schedule is too flexible, there is no predictability for the children. Meals may come at different times each day. Children may be starting an activity and have lunch show up, causing the teacher to have the children stop what they are doing to eat. Children will not be prepared for mealtime. Usually this environment is very chaotic. Children don't know what to expect and neither do the teachers.

The schedule should offer a balance of structure and flexibility. There should be a set schedule that the children and staff can depend on, but the schedule should be flexible enough to modify or change as needed. Examples of this type of balance in the schedule are as follows.

- There are several regular toileting times on the schedule for all who wish to participate, and individual toileting is added on an as-needed basis.
- Indoor play is scheduled for a certain time, but if children are very engaged in their play, the indoor time might be extended, and out door play shortened.
- Outdoor time is scheduled, but on days with bad weather, indoor active play experiences are substituted.
- Outdoor times can be extended on days with very nice weather.
- Regularly scheduled activities can be replaced with a special activity or fieldtrip.
- If children seem especially tired, nap can be earlier, or if children do not seem tired, nap can be delayed.
- If circle time is not going well, it can be shortened and another more interesting activity substituted.
- If children are especially hungry, lunch can be earlier or an extra snack offered.
- Extra water play times can be added on very hot days.

(Information taken from All About the ECERS-R by Cryer, Harms, and Riley; PACT House Publishing)

The schedule should also have a balance of teacher-directed activities and child initiated activities. Teacher-directed activities are those that are planned and started by the staff, and children are invited to participate. These activities can happen in several different situations. They can be done as a whole group, as a small group, with individual children, or during center time. If the activity is done during center time and children get to

choose to participate or not, it is still a teacher directed activity if the teacher is directing the activity and help is needed by the children. Examples of teacher-directed activities include:

- Reading a story to children at circle time.
- Initiating a group circle game outdoors, such as "Farmer in the Dell" or "Ring around the Rosy"
- Helping a small group play a picture matching game, such as Lotto.
- Setting up and helping children do a cooking activity.
- Setting up and guiding children through a craft activity.
- Inviting children to help clean the hamster's cage.

(Ideas taken from All about the ECERS-R by Cryer, Harms, and Riley. PACT House Publishing)

Child initiated activities are ones where children can access and use materials in ways that they begin without direction. Staff can join in to play with the children, but should follow the child's lead. Examples of child-initiated activities include:

- ★ Taking art materials from the art shelf and drawing their own creative design.
- ★ Choosing to use paints at an easel.
- ★ Climbing on the outdoor climber.
- ★ Playing house in the pretend play area.
- ★ Choosing to look at books and relax in the book corner.
- ★ Digging in sand with a friend.
- ★ Choosing to put on and listen to a music tape or asking staff to help with putting the tape on.
- ★ Choosing to play with a magnet game in the science area.

- ★ Deciding to build a road and structure in the block area.

(Ideas taken from All About the ECERS-R by Cryer, Harms, and Riley. PACT House Publishing)

You should also look at how much of the day children spend in play activities. Children should be spending at least one-third of the facility's operating hours engaged in play activities. These activities can be both indoors and outdoors. The other two-thirds of the day can be used for other activities such as eating, sleeping, circle time and other activities children are not actively involved in.

There should be no long periods of waiting for children. This means children should not be without any activity for three minutes or more. Transitions, when children move from one activity to another, should be smooth. This means teachers need to plan for these times. Teachers should keep children actively involved and avoid having children wait for long periods of time. Examples of smooth transitions include:

- ⦿ Doing an activity with children if they have to wait.
- ⦿ Having a few children transition at a time, rather than having the whole group wait for everyone else.
- ⦿ Using staff in a coordinated way, so that one helps children through transition tasks, while the other moves those who are finished on to the next activity.
- ⦿ Doing toileting or hand washing individually or in small groups rather than as a whole group to avoid waiting.
- ⦿ Making clear to children what the transition tasks are and guiding them.

(Ideas taken from All About the ECERS-R by Cryer, Harms, and Riley. PACT House Publishing)

The schedule should be posted in the room so - if the regular staff in the classroom are out - substitutes can follow the same schedule the children are used to. Use a picture schedule to help children learn the classroom routines. Children can see the pictures and this will help them plan for themselves how their day will go.

If you want assistance looking at your schedule for your pre-school classroom please contact Taylor Tucker at the Child Care Resource and Referral at 1-899-621-5908

Fall is Here - Again!

Sherri Meyer, CCR&R Coordinator

As the autumn season fast approaches, it is time to look to the outside environment for activities to engage children before it gets too cold. There are many activities that can incorporate math skills, language skills, and social skills. These skills will enable children to prepare for their next journey of entering school.

The activities listed below are also science and nature related, aand incorporate math and language skills. Having a record of these activities posted in the classroom or home may assist in the areas of the Environment Rating Scales for science and nature. Record the activities through photographs of the activities and display them in the classroom/home, or post the actual work of the children.

- The next time you are having apples for a snack, do a math activity before eating them. Help the children sort the apples by their size, weight, or color. With the children, make a chart of how many were "large or small" or "red or green".

- Cut the apples you plan to eat and find the seeds. Ask the children questions like these: Which apple has the most seeds? How many apples did we have in all?

- Take a trip to a local grocery store or orchard and make arrangements to compare and purchase some apples from the grocery or actually pick your apples from the orchard. Many children will never have experienced picking apples from an orchard before. You may have a fruit tree in the neighborhood. Remember to get permission before taking this "field trip" down the street from both the parents, the owner of the tree, and the administration of your program.

- This time of year you may be able to find packets of seeds very inexpensively. If you do find seeds, purchase some that are different and are a variety of sizes and shapes. Using an old cupcake pan, sort the seeds by type. Thiswill encourage children to use something in nature to do a math activity. Children will have to compare the seeds andlook for similarities and differences as they place them in groups. If you want to know why a child put a seed in a particular pile, ask the child.

- Prepare the playground or sidewalk flower garden for the spring. Encourage children to assist as holes are dug for bulbs to be planted. Talk about what flowers need in order to grow. Compare the bulbs if they are different sizes and label those are "small," "medium," or "large." Read *Planting a Rainbow* by Lois Ehlert or *The Tiny Seed* by Eric Carle to enhance the experience of planting the bulbs. Start looking in the spring for the bulbs to grow.

- As leaves begin to fall off of the trees, collect them and create a collage or picture. Use leaves to paint with. Sort the leaves and then graph them by color, size, or the shape or the tree it came from.

These may sound like easy activities - and they are - but they are filled with language and math skills that will allow children the opportunity to think, compare, and learn new words. All of these together better prepare children to think critically, creatively, and to prepare for the elementary school years. Above all, enjoy the activities with the children. They really will be fun!

Reading to Young Children

Ashley Campbell, Western Kentucky University Student

Reading to young children is one of the most important thing parents and teachers can do to encourage literacy skills at a very young age. There are several benefits of reading to children. Children develop concepts, they are introduced to new words, their imagination is stimulated, and it enhances their expressive language skills. Caregivers and parents who read to their children will also be helping them develop communication and social skills.

Children should be read to on a daily basis. According to Caylor (2004), parents should read and write around their children everyday. If children are read to daily then I think that they will be more likely to participate in reading activities on their own. They may choose books with pretty and interesting pictures to look at or they may imitate reading a book to their peers or alone.

In my opinion, teachers can be creative when reading to young children. They do not have to just read from a storybook. According to, *Storytelling in Emergent Literacy* (Brandi & Donato, 2001), teachers can use storytelling methods, such as acting out characters from a story, or using felt pieces on a felt board. Teachers and parents should make story time part of an everyday routine. They can either read to a child alone or in a group setting.

Most children do not learn to read until they are in elementary school, but in order to get them interested in reading and maintain that interest then they should be introduced to word books as well as picture books as a young child. Parents have a major influence on their children whether they know it or not. Small children do pay attention when parents read to them and communicate with them on a regular basis.

All of communication is a literacy tool. Not only does reading a book to your child or student increase their emergent literacy skills, but communicating and singing to your baby or young child will also improve those skills as well. I think that communication also plays an important role in literacy. When a parent or teacher talks to a child then they are helping that child learn how to speak and how to make sounds.

Singing to a young child is also important. Simple songs such as nursery rhymes are easy for children to learn. Not only do songs tell stories they also introduce different words to children.

Children around three and four years old make several developmental accomplishments when they are read to. *Preventing Reading Difficulties in Young Children* (Snow, Burns & Griffin, 1998) states, "three to four year olds know that alphabet letters are a special category..., show an interest in books and reading..., display reading and writing attempts..., and use new vocabulary...."

Some people just do not realize how much reading to children impacts and affects young children as they grow and develop. If a child is read to often, then he or she may remember parts of their favorite story and begin retelling it to their peers or even their caregiver. Parents and teachers who communicate regularly with their child will also help that child to develop more effective and appropriate communication skills. That will also help increase their social development and interactions with peers and adults.

References

Brandi, S. & Donato, J. (2001). ***Storytelling in emergent literacy: Fostering multiple intelligences***. Australia. Delmar Thompson Learning.

Caylor, Bob. (2004). ***Building literacy early.*** News Sentinel. *http://www.fortwayne.com*

Snow, C.E., Burns, M.S., & Griffin, P. (1998).***Preventing reading difficulties in young children.*** Washington, DC. National Academy Press.

The Cost and Benefits of Raising Kids

Editor's Note: We got this by e-mail from a friend, who got it from another friend, who might have gotten it from a relative, who came across it.... You know the story. We don't know exactly where this came from, but whoever the original source, the CCR&R says many thanks for sharing it! We are all richer for having read it.

The government recently calculated the cost of raising a child from birth to 18 and came up with $160,140.00 for a middle income family. Talk about sticker shock! That doesn't even touch college tuition.

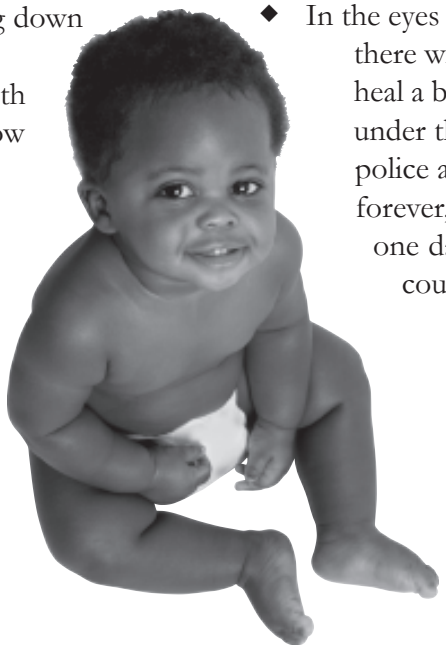
But $160,140 isn't so bad if you break it down. It translates into $8,896 a year, $741.38 a month, or $171.08 a week. That's a mere $24.24 a day! Just one dollar and one cent per hour, to be exact. Still, you might think the best financial advice says "Don't have children if you want to be rich." But looked at another way, it is just the opposite.

What Do Your Get for Your Money?

- Naming rights - First, middle, and last!
- Glimpses of God everyday.
- Giggles under the covers every night.
- More love than your heart can hold.
- Butterfly kisses and Velcro hugs.
- Endless wonder over rocks, ants, clouds, and warm cookies.
- A hand to hold, usually covered with jam.
- A partner for blowing bubbles, flying kites, building sand castles, and skipping down the sidewalk in the pouring rain.
- Someone to laugh yourself silly with no matter what the boss said or how your stocks performed that day.

For $160,140, You Never Have to Grow Up.

- You get to finger-paint, carve pumpkins, play hide-and-seek, catch lightning bugs, and never stop believing in Santa Claus.
- You have an excuse to keep reading the Adventures of Piglet and Pooh, watching Saturday morning cartoons, going to Disney Land, and wishing on stars.
- You get to frame rainbows, hearts, and flowers under refrigerator magnets and collect spray painted noodle wreaths for Christmas, hand prints set in clay for Mother's Day, and cards with backward letters for Father's Day.



There Is No Greater Bang for Your Buck.

- You get to be a hero just for retrieving a Frisbee off the garage roof, taking the training wheels off the bike, removing a splinter, filling a wading pool, coaxing a wad of gum out of bangs, and coaching a baseball team that never wins but always gets treated to ice cream regardless.
- You get a front row seat to history to witness the first step, first word, first bra, first date, and first time behind the wheel.
- You get to be immortal. You add another branch to your family tree, and if you're lucky, a long list of limbs in your obituary called grandchildren.
- You get an education in psychology, nursing, criminal justice, communications, and human sexuality that no college can match.
- In the eyes of a child, you rank right up there with God. You have all the power to heal a booboo, scare away the monsters under the bed, patch a broken heart, police a slumber party, ground them forever, and love them without limits, so one day they will, like you, love without counting the cost.

Enjoy Your Kids and Grandkids, and All the Kids Who Share Your Life!

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