

Child Care Resource and Referral
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NEWSLETTER

May 2011

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Provider Appreciation Day

May 6th, 2011



Provider Appreciation Day is a special day to recognize family child care providers, those caring for children in licensed child care centers and unlicensed registered ministries and educators of young children everywhere. Today's child care professionals are the world's unsung heroes. This profession is one of the most underpaid occupations in the country; yet research shows that early childhood is the most critical developmental period in a child's life. It takes a special person to work in this field. The contribution you make to the quality of lives for children and families too frequently goes unnoticed. We would like to take this opportunity to recognize and commend the unselfish dedication, commitment and compassion that you demonstrate every day.

Jo-Ann Fabric and Crafts Includes Family Child Care Providers in its New Discount Policy

by Tom Copeland (from the NAFCC– National Associate for Family Child Care e-newsletter)

As a result of a social media campaign initiated by one NAFCC-accredited provider and supported by many others, Jo-Ann Fabric and Crafts has decided to include family child care providers in its Teacher Rewards discount policy.

Jo-Ann's previous discount policy included "all state certified, credentialed or licensed teacher at any K-12 public, private or parochial school or higher education learning institution or an authorized home school teacher with current documentation or proof of membership in an official home school organization." Their discount card was worth 15% off almost every item in their stores.

In December 2010 Jacqueline Crocker from the Kansas City area asked on Jo-Ann's Facebook page that they extend their teacher discount to preschool teachers as well. She also posted a note about this on the LinkedIn forum where I saw it. I wrote several blog posts about this (www.tomcopelandblog.com) and urged providers to post their comments on Jo-Ann's Facebook page. Over 50 providers did so complaining about their discriminatory policy. NAFCC and I also wrote letters to Jo-Ann. The issue was actively discussed on the family child care forum <http://daycare.com>.

After two weeks Jo-Ann reversed its policy to include family child care providers. The new policy includes "all certified, credentialed and licensed educators: daycare, preschool, home school, K-12 and post-secondary."

To receive your discount show a copy of your child care license and your driver's license. This is a wonderful victory for family child care providers across the country! Although a previous effort in 2009 by providers to change Jo-Ann's policy was unsuccessful, this new campaign shows how providers who are persistent can make a change. The impact of providers filling Jo-Ann's Facebook page with their complaints was ultimately too much for Jo-Ann to ignore. If you are interested in being timely informed about future actions affecting family child care providers, go to Tom Copeland's Facebook page and invite me to be your friend. Once you are my friend you will receive notices of all my blog posts and announcements.

Congratulations!

Providers who increased a level
in March/April

Level 3

Sam's Shining Star Daycare IV (Vigo)
Sam's Shining Star Daycare, Inc. VI (Vigo)

Level 2

Kiddie Care Play & Learn Center (Vigo)
Little Hands Childcare & Preschool, Inc. (Vigo)
Little Hands Childcare & Preschool, Inc. II (Vigo)

Providers newly enrolled in Paths to QUALITY
in March

Level 1

Childtime Childcare (Vigo)



See the complete list of Paths to
QUALITY providers at
www.casyonline.org



Paths to QUALITY Marketing

The latest Paths To QUALITY ad will be in the Brazil Times and Martinsville Reporter Times in April. Child Care Providers on the program as a Level 2-4 will be listed and congratulated for their success. TV commercials continue to run on the Terre Haute and cable stations. If you would like to take advantage of this free marketing for your child care site call the CASY office ext. 36 for Paths to QUALITY enrollment information!

Playground Safety



Spring is officially here, and a trip to the playground is often a go-to activity that both parents and kids enjoy. While the risks and dangers associated with swimming or riding a bike might seem more obvious, parents and caregivers should not let their guard down when their kids are playing on the playground. Active supervision and certain safety precautions are necessary to ensure their kids remain healthy and safe.

Each year, over 200,000 children are treated in emergency rooms for playground injuries.

Falls are the most common mode of playground injury accounting for approximately 80 percent of all playground-related injuries.

- Strangulation is the primary cause of playground fatalities, accounting for over 50 percent of the deaths. Falls to the ground are responsible for an additional 20 percent of the deaths.
- Head injuries are involved in 75 percent of all fall-related deaths associated with playground equipment.
- In a study conducted by CPSC, it was found that only 9 percent of home playgrounds had proper protective surfacing. About 80 percent of public playgrounds in the study had proper protective surfacing.
- Lack of supervision is associated with approximately 40 percent of playground injuries.

A recent study found that children play without adult supervision more often on school playgrounds (32 percent), following park playgrounds (22 percent) and lastly, childcare centers (5 percent). On public playgrounds, over half of the injuries occur as a result of the

PETS IN CHILD CARE

Having a pet to talk to and touch can be a great psychological benefit to children especially to shy youngsters. But there also can be risks involved in keeping pets in a family child care home. Furry animals (especially cats) may pick up and transport fungus spores through their coats. A child petting the cat can transfer these spores to her own body. A youngster may get bitten if a pet is mishandled or over stimulated in play, too. The danger is greater in older dogs that are prone to epilepsy because the excitement of play might bring on a seizure. Also dogs tend to snip when exposed to food that the children are eating (hence one of the reasons why regulation states to keep pets out of food prep and serving areas). Litter boxes are a problem too. Young children are apt to put just about anything in their mouths, and cat feces may contain organisms that can be transmitted to humans. Consider this: What would your standards be if there were pets in restaurants and hospitals? We are serving meals and caring for the basic needs of children in family child care settings much like a hospital would.



What are the health and safety risks?

Allergies: Many children are allergic to animals and may have symptoms when they are around them. About 25 percent of children with allergies are sensitive to dogs or cats, and cats generally cause more allergy problems than dogs. A child who is allergic to dogs or cats may also be sensitive to other common pets such as rabbits, guinea pigs or hamsters.

Injuries: Dog and cat bites are the most reported types of injuries caused by pets. The tearing and puncture wounds they produce can also cause infections.

Infections: Certain animals carry viruses, bacteria and other potential infections that can be passed on to people. Diseases that can be transmitted from animals to people are called zoonotic diseases. Zoonotic diseases can spread through direct contact with infected animals or their stool, insects that bite or live on animals, and infections that live in the environment where the animal lives. If infected, animals can transmit airborne respiratory illnesses to humans.

Diseases children can catch from animals

Salmonellosis, Rabies, Diarrhea, Cat-scratch disease, Ringworm, and Psittacosis

Which animals are not appropriate?

Check with a veterinarian if you are unsure whether a particular pet is appropriate for children, and check with the local health department for regulations and advice regarding pets in child care. Venomous or poisonous animals are not appropriate for young children to handle under any circumstances



The benefits for children being exposed to pets can outweigh the risks if precautions are taken to ensure children's health and safety.

Reduce possible hazards to children by following these simple precautions:

WASH HANDS Frequently!!!!!! Always before eating, and after handling pets!

Pets should be kept out of the food preparation area as well as while the children are eating.

- Make sure that parents know about them before you agree to care for a child. (The parents may know if the youngster is allergic to or afraid of animals.)
- Keep your pets clean. Because dogs and cats use their tongues to clean themselves, try to discourage pets from licking the children.
- Clean and sanitize the floor more frequently.
- Keep sandboxes covered when not in use to prevent cats from adopting it as a litter box.
- Keep your pets free from internal and external parasites. (Fleas can bite children too.) Make sure that pets receive all the needed vaccinations, including distemper and rabies shots (for cats as well as dogs).
- Store the pets food containers in an area that the children are not cared for in the home.
- Keep pet living quarters clean; dispose of pet waste immediately. Litter boxes should never, ever be accessible to children. Keep children away from areas where animals urinate. Clean up animal feces in your yard. Infected dogs and cats can transmit roundworms to children through feces.

Information taken with permission from the National Network for Child Care-
 NNCC. (1993) Oesterreich, L. Holt, B.G., Karas, S. *Iowa Family Child
 Care Handbook*. pp.131-132. Iowa State University Extension. Ames, Iowa. Also: (Health and Safety Notes) California
 Childcare Health Program- www.ucsfchildcarehealth.org

Preschool Curriculum

Decision-Making:

Dimensions to Consider

by Ellen Frede and Debra J. Ackerman



Policymakers at the federal, state, and local levels recognize the key role preschool education plays in children's learning and development, but they may have less understanding of what constitutes a high-quality preschool program curriculum. Given the multitude of available curriculum models, the confusion regarding which ones are appropriate for 3 and 4-year-olds is understandable. However, if one of the goals of preschool is to improve children's school success by enhancing their early skills and knowledge, programs serving preschoolers need to decide the content of what children should learn, as well as how they will best learn it. This fact sheet provides a framework for decision-makers to use in evaluating which curriculum might be most appropriate for their specific preschool program.

What We Know:

- Preschool curriculum models vary widely. Some may detail exactly what to teach. Others may provide guidance in developing activities and interactions. How play is defined and used can also vary.
- A single curriculum may not address all of the different areas of learning. Curricula may appear to be comprehensive, but the focus on some domains is superficial and will not expand children's knowledge or develop the skills necessary for their later learning.
- Even if a curriculum fits a program's philosophy and provides the needed amount and type of content, it might not be appropriate for the children enrolled. In addition, if it is impossible for teachers to implement, it will be ineffective.
- Not all curriculum models have been empirically evaluated or even based on a systematic and comprehensive review of research of how young children learn. In addition, no single curriculum or approach has been proven to be best for all preschool programs.

Recommendations for

Decision-Makers:

- To help discern which curricula are more appropriate, the roles of the teacher and the child in the learning process and the areas of learning to be addressed should be considered.
- Curricular decisions should take into account children's ages, behavior or learning needs, linguistic and cultural backgrounds, and economic status, as well as teachers' prior training and experience and need for ongoing professional development.
- Assessment systems should be specifically designed to measure whether learning objectives are being reached, engage children in meaningful tasks within a realistic context, and document changes over time.
- For parent involvement, curricula should help build program-family partnerships and establish ongoing meaningful communication with families.

- Decision-makers should look for research evidence of a model's effectiveness and attempt to see the model in action in multiple settings.

What Makes a "Curriculum"

a Curriculum?

At its simplest, curriculum is defined as what to teach and how to teach it. Some preschool stakeholders feel that a curriculum must detail exactly what to teach, as well as how to teach it and when. Others argue that while this is a type of curriculum, what is more appropriate for young children is one that provides learning goals and guidance to teachers in developing activities and interactions that can lead to accomplishing those goals. This includes carefully planned environments and activities in the classroom, such as story telling at circle time or the obstacle course added to the playground for one week to help children develop spatial terminology and exercise. It also includes unplanned and spontaneous learning, such as learning about water systems when a pipe bursts or developing self-regulation skills while taking turns on the slide.

Questions to Consider

When Making Curriculum

Decisions Preschool policymakers and stakeholders face a variety of decisions, such as selecting a curriculum for a specific preschool program, generating a list of recommended curricula from which programs may choose, or evaluating the appropriateness of curricula already in use. They should consider a variety of criteria contained in the following checklist:

1. How does the curriculum define the roles of the teacher and the child in the learning process?
Guidance: Multiple curriculum approaches have been developed reflecting various developmental theories. The roles of the teacher and child in the learning process varies with the approach chosen.

Continued on page 5...

5. What domains of learning are addressed? Are they integrated or treated separately? Will the curriculum lead to achievement of state early learning standards?
Guidance: A preschool programs' curriculum may not address all the domains of learning and those that claim to may not necessarily do it well.
6. Does the curriculum provide guidance for differentiating teaching for students with special behavioral, linguistic, or learning needs?
Guidance: A curriculum model may fulfill basic requirements and yet not be appropriate for the children served. Age, economic status, cultural context, and language of children attending are important factors in curriculum decisions.
7. Do the curriculum's developers provide an assessment system that is consistent with the teaching philosophy and learning content?
Guidance: Assessment is central to ascertaining effectiveness. Each approach to assessment has strengths and weaknesses. Standardized tests, for instance, are rarely the best way to help teachers improve and they may not inform as to how well a curriculum is working unless specifically developed for that curriculum.
8. What research evidence exists to support the value or effectiveness of the curriculum?
Guidance: Evaluations of curriculum effectiveness are important in an environment where some make unsubstantiated claims. Even when a curriculum has been evaluated, keep in mind that no single curriculum has been proven to be best for all preschool programs.
9. Is the curriculum appropriate for all teachers, regardless of their qualifications? What kind of professional development is provided?
Guidance: Teachers are the "street level" implementers and curricula should be evaluated for how dependent they are on teacher experience and education. The initial training and ongoing professional development components provided along with curricula are essential to program effectiveness.

10. Are specific materials required to implement the curriculum?
Guidance: Children learn through interacting with materials. Some, such as blocks or clay, are open-ended and have multiple uses. Others, such as puzzles, have only one use and can be expensive. Curricula vary as to their dependence on and the expense of materials required.
11. Does the curriculum model provide guidance for such services as parent involvement and the transition to kindergarten? Guidance: How much emphasis stakeholders place on family involvement may figure into decision-making since curricula vary as to the materials and guidance they provide in this regard.

Final Thoughts for Preschool Curriculum Decision-Makers

Years of development and research have been invested in designing and researching a variety of curriculum models. However, choosing a curriculum model also involves careful research on the part of the decision-makers. Decision-makers need to be skeptical of curriculum developers' claims unless they are confirmed by researchers who are unaffiliated with the curriculum model. The promise of preschool will not be met if the curricula implemented are not rigorously designed, carefully researched, and implemented as intended.



Article by: National Institute for Early Education Research;
www.nieer.org

Cultivating Awe Training a Success!!



Sister Terri Boland recently conducted an extended version of the training she did at the Fall Conference - Cultivating Awe. Participants learned more about composting and gardening and got to create their own worm farms to take back to their facilities! They had a great time creating their farms and listening to Sister Terri talk about her experiences and read her new booklet: "The Garden Seed." Watch your newsletter for an on-site training late this summer at St. Mary of the Woods College. This is where Sister Terri teaches and has extensive garden and composting facilities.



Early Registration Opportunity

Due to the HIGH demand of the Preschool Social Emotional Training- Kids Gone Wild, we have added another to the training calendar. Mark your calendar now, and reserve your spot today as there will only be 20 slots available.

Kids Gone Wild – Thursday and Friday July 7th and 8th 2011

Booker T. Washington Community Center 9:00am-4:00pm

Lunch will be included both days

Promote Children's Success: Building Relationships, Creating Supportive Environments (addresses strategies for preventing challenging behaviors) and Teaching Children skills that will last a lifetime. This training will remind you why you work with children and help you understand your critical role in the lives of young children. You can be the one person that changes a child's life!

CDA Subject Areas: III (10 hours) and IV (4 hours). Total of 14 hrs of training

The cost for the 14 hour training, materials, lunch, and educational experience is \$45.00

To register, please submit the registration form (on page 7) along with payment. You will then be contacted with confirmation of your registration.



CPR Information CPR & First Aid

Classes include Universal Precautions

All CPR, First Aid and Universal Precautions classes are \$30 per person.

- * Registration and payment must be received in advance.
- * Classes are filled on a first-come basis and money is non-refundable.
- * Classes are held at the Booker T. Washington Community Center, Small Conference Room.
- * Classes begin promptly; late attendees cannot be admitted.
- * Classes are not designed to accommodate children.
- * Call the CASY office, ext. 30 for available dates and additional information.



The CASY office will be closed on:

Tuesday, May 3– Election Day

Monday, May 30– Memorial Day

The Provider Resource Room

Hours

Monday - Friday 9:00am - 5:00pm

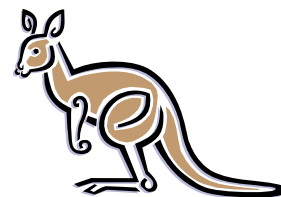
&

1st Saturday of the month

Our next open Saturday is May 7 from 9:00am - 1:00pm

Come in during our business hours to use our Provider Resource Room. We have a Lending Library with several great books available to borrow, also a Waxing Machine, Laminator, AccuCut Machine, and much more! This room is open for providers and their employees to use. We have staff available to answer questions and to show you how to use the items in the Resource Room.

For any questions feel free to contact the CASY office at
800-886-3952 or 812-232-3952



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Corner

Registration Form

Mail this form along with a check or money order made out to *CASY* for any trainings with a fee noted.
Registrations are taken on a first come first serve basis.

Attendee Name: _____

E-mail: _____

Address: _____

Phone: _____

Training(s) information:

Name

Date

Name	Date
_____	_____
_____	_____

**CASY* trainings are about children not for children.
You will not be allowed to stay at a training if you have a child(ren) with you.

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_____	_____

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Community Alliance and Services for Young Children

1101 S. 13th– 2nd floor
Terre Haute, IN 47802

Return service requested

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Fax: 812-232-1731

<http://www.casonline.org>

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CASY Membership

CASY Membership fees are used to enhance our programs and projects.

Membership is open to child care and early education professionals as well as business and individuals interested in supporting our mission to promote developmentally appropriate early education and quality child care.

General membership types receive:

- AAA Hoosier motor club discount membership
- Monthly newsletter
- Free Notary Public Services
- Access to Lending Library
- Access to Accu-Cut Machine
- Access to Cricut cartridges
- Access to our rubber stamp collection
- Discount coupon from Education World, Terre Haute

Child Care provider/Early Educational Professional membership receive in addition:

- 100 free photo copies per month
- Free laminating– 20 sheets per year
- Free newsletter classified ads
- Qualifies as Professional membership for CDA and renewal
- Special gifts and items throughout the year
- Discount to CASY conferences

Thank you for your support!

Your membership is a reflection of your investment in quality child care for our community.

All membership types only \$30 per year

Type of membership check one

_____ Child Care or Early Education Professional (All benefits)

_____ Individual interested in quality child care and early education in our community (General membership benefits)

_____ Business interested in quality child care and early education in our community (General membership benefits)

Name _____

Child Care site or school if applicable _____

Business name if applicable _____

Mailing address _____

City _____ State _____ Zip code _____

Email: _____

Phone: _____

It is the policy of CASY not to discriminate on the basis of race, color, religion, sex, national origin, age, or disability, in its programs, activities, or employment policies.