



THE early childhood Professional

November, 2010. Volume 6 Issue 4

A quarterly publication of the Nevada Association for the Education of Young Children



Fall Farewell

By Peggy Pulver



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Fall is my very favorite season of the year. As much as I enjoy the long summer days, I really look forward to the cool nights and warm days, the beautiful golden groves of aspens standing out in the mountains and the serenity of a season not filled with the hustle and bustle of the holidays yet to come. I'm not sure if it's the change I like most but I do enjoy the change of seasons we experience in our beautiful state. NevAEYC will be making some changes which I would like to share with you. After seeing a decline in readership for our newsletter, your board has decided to bring you information in a more up-to-date manner. This November edition of The Early Childhood Professional will be our last. Realizing that our members need information in smaller amounts and more often, the board developed a plan to serve you better. We will be communicating all of the latest early childhood information through our listserv and our recently updated NevAEYC website, www.nevaeyc.org. Check out the new look of our website and consider it your "go to" source for early childhood information in Nevada. Many thanks to our VP of Communication and Technology, Bette Katz, for working diligently with Crystal Swank, Bette's predecessor, and our web master, Cal Anderson, from TMCC. If you aren't currently being reached through the

listserv, follow the directions on the NevAEYC website: <http://www.nevaeyc.org/listserv/> to be added to the group. In addition to these excellent resources, the board will soon be including a member in charge of Facebook and Twitter. If this is a talent you would like to share, please contact me and let me know. ppulver@washoe.k12.nv.us. Did you know that you can already find NevAEYC on Facebook? Become a friend today! Other changes to the board will also be taking place in the next few months. An e-ballot will be coming your way very soon.



Peggy and Jennifer

Please, take the time to support your organization by casting your vote. The last change I want to share with you is the change of your board president. For the past two years it has been a pleasure serving as your president and representing your interests and those of early childhood in Nevada. I'll continue as Past President for one more year and will continue to represent NevAEYC on the NAEYC Affiliate Council. I am extremely confident that your new President, Jennifer Kalas, will lead our organization with professionalism and confidence and continue our path towards excellence for all children and families in Nevada. I hope to see all of you at the end of March for the Early Childhood Conference in Reno.

All the best! *Peggy*

NevAEYC Celebrates Fifteen Years of Commitment to Young Children

By Lillian Englund, NevAEYC Board Member



When NevAEYC was organizing and becoming affiliated with the National Association for the Education of Young Children in 1995, services for children and their educators were minimally available across the state. In the fifteen years since the first conference in Reno in 1995, Nevada has put in place a strong network of organizations whose collective mission is to improve the quality of care and education for children birth through age eight, by raising quality, improving standards of care, and providing an educated workforce. Documenting this history illuminates the accomplishments of the forces that have joined together and highlights the sphere of influence of NevAEYC throughout these years. The attached graphic is a visual of this history.

Through the past fifteen years NevAEYC has joined forces with many organizations, workgroups, Nevada Department of Early Childhood Education, licensing entities, school districts, colleges and universities, agencies, and individuals, in an effort to positively impact the quality of life, care, and education for all young children in Nevada. Many of the professionals who have served on the NevAEYC Board of Directors over the years have been members of these entities. Below are some of the organizations we have partnered with:

- NV Dept. of Early Childhood Education
- The Children's Cabinet
- State and local licensing entities
- Head Start Collaboration Office
- Office of Early Care and Education
- School Districts
- Colleges and Universities
- UNR Cooperative Extension
- Nevada State Legislature
- Local affiliates of NAEYC
- Other agencies and entities
- Timeline of the History of NevAEYC

1995

First Statewide Conference - At this conference, representatives from the National Association for the Education of Young Children discussed in a presentation the development of affiliate groups from across the state. At this time there were three affiliate groups: Reno, Southern Nevada, and Elko. As a result of this conference, work began to develop a state affiliate.

1997

Membership Action Grant - In August of 1997, Sheri Waugh, Jane Hogue and Jan Morrison applied to NAEYC for a Membership Action Grant and received \$3,000 to support travel from the three local affiliates so that local leaders could meet face-to-face to complete the work for board formation.

The group of leaders needed to request provisional affiliation with NAEYC describing how they would meet the obligations and responsibilities of an NAEYC affiliate.

2000

Apprenticeship Program - The Apprenticeship Program supports the education of the child care workforce. Its purpose is to increase quality of care and the level of professionalism in the early care and education field. Established in May, 2000, this program was initially funded through the Department of Labor. After the first 18 months, the State of Nevada has used quality dollars to support the program. The Apprenticeship Program is statewide with offices in Elko, Reno, and Las Vegas. In 2007, 500 participants including mentors, centers and students were served.

2001

Office of Early Care and Education - Established in July 2001, the Nevada Office of Early Care and Education oversees Child Care and Development Funds, Quality Earmarks. "The vision of this office is to promote and provide support, education, and resources to Nevada's child care community thereby increasing the development of high-quality child care environments for providers, families, and children (<http://dwss.nv.gov>). The documentation of a professional development system guides the work of the office including: a) funding, b) core professional core knowledge area, c) qualifications and credentials, d) quality assurances, and e) access and outreach.

2002

Tiered Reimbursement and the Child Care Subsidy Structure - The State Child Care Advisory Committee adopted and immediately implemented a tiered reimbursement child care subsidy structure in 2002. Centers and family home providers that were accredited began receiving a 15% increase in their payments. Work is currently in place to bring a quality rating and improvement system to Nevada which will allow for tiers 2 and 3 to be implemented. These tiers required facilities to be rated using a nationally recognized rating system, which will support the workforce and child care facilities.

Core Body of Knowledge and Core Competencies - Adopted by the State Child Care Advisory Board in 2002 and later modified by the Nevada Registry Office the Core Knowledge Areas (CKAs) are used in approving and tracking training of child care professionals. CKAs define what child care providers should know and understand in order to provide optimal care for young children. Nevada's CKAs are based on nationally accepted standards and help to standardize the expectations of ECE professionals.

Career Ladder - Established in 2002, the Nevada Career Ladder serves to support the field of early childhood education as an established professional education system. National research has demonstrated a link between formal education of educators and quality of care in early childhood programs. In Nevada the Career ladder has 7 levels beginning with newly graduated high school students to professionals with Ph.Ds teaching in higher education. Additionally the Career Ladder provides an opportunity to collect data on education and training levels of the early childhood workforce. The Ladder incorporates the 8 CKAs to help assess training needs.

2003

Pre-K Standards - Nevada pre-K standards writing teams were formed in 2003. The standards addressed seven content areas: Language and Early Literacy, Math, Science, Social Studies (Social/Emotional, Creative Arts, Physical Development, and Health). The standards were approved by the Nevada Board of Education in March 2004. The pre-K standards were distributed to all licensed child care facilities and pre-K programs and are available on line. Training modules were developed for teacher training and parent support.

2004

T.E.A.C.H - NevAEYC became the administrative home for Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood Nevada Program. This early childhood educational development system addresses the high turn-over rate of early childhood educators, lack of early childhood specialization, compensation and the professional image of early care providers in Nevada. T.E.A.C.H. provides scholarships for home care providers, facility directors, and facility staff. Scholarships provide 80% of the tuition, and stipends for books, travel, and bonuses.

Nevada Registry - The Nevada Registry originated in October 2004 as a Training Approval System. The cooperation of the Office of Early Care and Education and the Washoe County School District developed the Registry to provide a structure to the Core knowledge Areas and the Career Ladder adopted by the Nevada State Child Care Advisory Committee. The Nevada registry offers an on-line calendar of training, a job board, Career Ladder placement, and community resources/information. Every licensed caregiver in Nevada must be a member of the Registry.

2006

State Childcare Regulations - The NevAEYC has an on-going relationship with Nevada Licensing entities and the Nevada Legislature to strengthen licensing regulations as a means to increasing safety and the quality of care for Nevada's youngest citizens. In 2004, a comparison of the National Health and Safety Standards and Nevada child care regulations was conducted and found Nevada to be sub-standard. Through much hard work from a variety of workgroups representing a wide range of occupations in the State, a comprehensive set of changes were recommended. The proposed regulations were tabled.

2009

QRIS Nevada - The Nevada Quality Rating and Improvement System began the pilot project for the new system in July of 2009 with 12 child care centers participating. Named the Silver State Stars project, the project is designed to gather information and evaluate the design and criteria of the model. The child care programs are assessed and given a number of stars to indicate their level of quality based on a rating conducted using validated and reliable instruments to measure levels of quality. Centers are assisted in making improvements through funding and consultation. The center then may be reevaluated.

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www.nevaeyc.org | www.nevadaregistry.org

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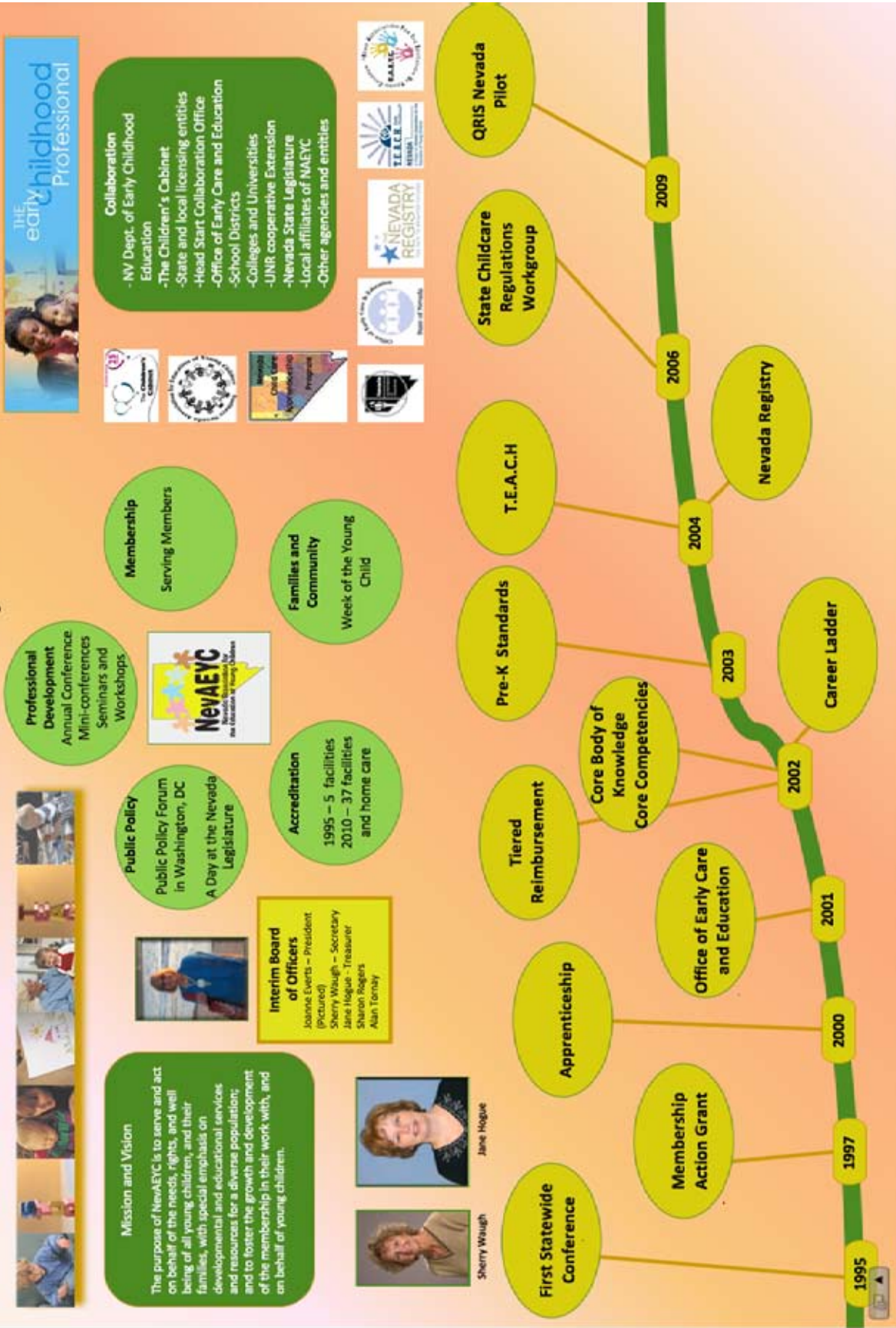
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"Early Childhood Funny"

We did not receive any submissions for the current edition of the newsletter.

Nevada Association for the Education of Young Children Fifteenth Anniversary - 1995 to 2010



SAVE THE
DATE!

NevAEYC Annual Early Childhood Conference

March 31–April 2, 2011 • Grand Sierra Resort in Reno

Lakeshore proudly sponsors **Brandon Williams** from Choosy Kids as keynote speaker on April 2, 12:45–2 p.m.



As lead trainer for Choosy Kids, Brandon travels around the country helping educators give children a foundation for healthy food choices and physical activity.

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A Change in Perspective

by Jennifer Kalas, M.Ed.

After many years of teaching and directing, I've spent the last few years learning how to observe and evaluate early childhood classrooms from professionals who have designed tools to measure what best practices dictate for early childhood. This has been a significant change in perspective for me. The hard truth is that our best intentions do not directly translate into positive child outcomes. I am learning that what matters most is what each child receives from our efforts. The ECERS and ITERS assessments have provided a research-based tool we can use to see what each of our children is receiving; this can be a true measure of our program's success.

So how can we put best practices into our teaching practice? Here is a suggested structure for using the ECERS and ITERS as tools for program and classroom improvement.

Read the assessment tool. Everyone involved in that classroom, from teaching assistants to the director, should read the assessment tool.

Conduct a self-assessment. Have the teaching team go through the tool, assessing their program in regards to strengths and areas for growth by item level. For instance, a teaching team might agree that their strengths lie in interactions, or in music and art activities.

Choose a focus. Choose a category to explore, either by classroom or by program.

Conduct a more formal assessment. At this point it is often useful to have a director or another teacher not directly involved in the classroom to complete the section of the assessment relevant to the focus. For instance, if the teaching team is focusing on Meals and Snacks, then the observer would come in to observe the meals and snacks portion of the classroom day.

Review the feedback together, gather resources, and make an action plan. In a supportive atmosphere, discuss the results of the more formal assessment to make specific goals. To continue the meals and snacks example, the specific goals might be to wash hands immediately before eating and to include children in setting up for snack, allowing them to serve themselves with child-sized utensils. Reading the supplemental ERS books on these items can be very useful at this juncture.

Set a deadline for implementing the goals. Setting a deadline is extremely useful, so that all staff involved can work toward success.



Repeat the more formal assessment.

Have the same observer come in to observe the same part of the day to note improvements for discussion.

Choose another area of focus and repeat the cycle.

The ECERS/ITERS offer many areas for focus, and while it can be overwhelming to focus on the entire assessment, focusing on one item at a time can produce substantial results. If you are using these tools as your area of focus for the year, choosing one item on which to focus each month can be a moderate pace for a center. As the teaching team becomes more aware of the standards for each area and includes these best practices in their own practice, staff and children will begin to see positive results.

For more information on the Environmental Rating Scales, go to <http://www.fpg.unc.edu/~ecers/>

Happenings at Truckee Meadows Community College

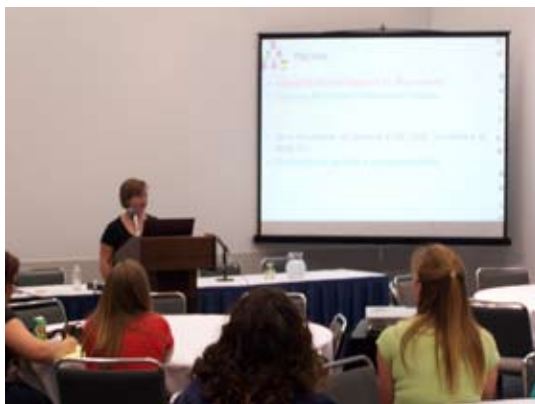
The TMCC ECE Program has begun another year of classes and the fall semester is going well. There are several new things happening at TMCC, so here is an update:

The ECE Student Club is meeting on a monthly basis. Students are encouraged to participate - we need you! The club's focus is on professional development, networking, community service, and advocating for children and families. The ECE Club is looking for two students to serve as Secretary and Treasurer of the Club. This is a great leadership opportunity! Interested students may contact Crystal Swank, Faculty Advisor, 673-8272 or cswank@tmcc.edu.

TMCC has a new student information system and online registration system. The new PeopleSoft program was rolled out in the fall 2010 semester and took a little getting used to. Most students and faculty are more familiar with it now, but if you need assistance getting

registered please contact TMCC for help at (775) 673-7000.

Registration for the Spring 2011 semester begins November 15th! The ECE Program continues to offer classes at night, online, and on Saturdays to meet the needs of busy working students. Students are strongly encouraged to get academic advisement before enrolling in classes.



TMCC is no longer teaching Math 91 and 93. Students must take the ACCUPLACER test or have an ACT/SAT score high enough to place in Math 95. Those who do not place in Math 95 will now be able to work with the new Skills Center to improve their math skills and retake the ACCUPLACER test. Contact the Skills Center for more information at (775) 674-7696 or visit their website at www.tmcc.edu/skillscenter.

Quick Shout-Out!

Three students from TMCC's ECE Program submitted a proposal to



SAVE the DATE! **PLAY**

Nevada Early Childhood Conference 2011

LISA MURPHY
the OOHEY GOOHEY LADY



Learn more about the Ooey Gooey Lady by visiting her website at:
www.ooeygooey.com

AND

CHARLOTTE
DIAMOND



Learn more about Charlotte Diamond by visiting her website at:
www.charlottediamond.com

PLAY

Grand Sierra Resort
Reno, NV
March 31st-April 2nd

PLAY

NevAEYC Early Childhood Conference

Advocating for Play

April 1st – April 2nd, 2011

Special Preconference Day Thursday, March 31st, 2011

Grand Sierra Resort, Reno Nevada

Call for Presenters...

The Nevada Association for the Education of Young Children is holding its annual Early Childhood Conference and would like to invite you, your staff, and any other interested parties to not only attend this year's conference, "Advocating for Play" April 1st – 2nd, 2011, but also to submit a session proposal.

This year's conference will be at The Grand Sierra Resort in Reno, Nevada. It will include keynote sessions from the Ooey Goey Lady (www.ooeygoeey.com) and Charlotte Diamond (www.charlottediamond.com). An exhibitor's hall will take place in the centrally located Nevada Room and will be open throughout the conference. Exhibitors and presenters alike will have access to over 500 early childhood professionals!

With your help, we hope to make this the best conference yet!

If you are interested in presenting, please complete the following session proposal form.

Presenter Name (Contact Person):			
Address:			
Street	City	State	Zip
Work phone:		Home or cell phone:	
Email: (this email will be used as the primary mode of communication)		Nevada Registry #	or resume attached <input type="checkbox"/>
Professional Affiliation/Title:			
In addition to presenting, will you also be attending?*			
<input type="checkbox"/> Both days <input type="checkbox"/> Friday only <input type="checkbox"/> Saturday only <input type="checkbox"/> Not attending, only presenting			
<small>*The fee for each presenter and co-presenter (limit 1 co-presenter per session at discounted rate) attending the conference is \$50.00 per person each day (fee due to food costs). Please fill out the Presenter and Co-Presenter Registration fields above/below. The Pre-Conference day is on Thursday, March 31st and involves separate registration and payment.</small>			

Co- Presenter Name:			
Email:		Nevada Registry #	or resume attached <input type="checkbox"/>
Professional Affiliation/Title:			
In addition to presenting, will you also be attending? (see above for registration fees):			
<input type="checkbox"/> Both days <input type="checkbox"/> Friday only <input type="checkbox"/> Saturday only <input type="checkbox"/> Not attending, only presenting			

Title of Presentation (please be descriptive):

Will you be incorporating the conference theme (Advocating for Play) **into your presentation? If so, how?**

Concise Presentation Abstract to be used in program (under 35 words, please write clearly and legibly):

Please Indicate Age Groups Covered

- Infant/Toddler (0-2 years)
- Preschool
- Pre-K
- Kindergarten
- School age (5-8 years)

Please Indicate All Relevant Track Areas

- Director
- Trainer
- K-3
- Afterschool
- Special Education
- Faith based
- Infant/Toddler
- Other

Please Indicate Core Knowledge Area (CKA) Select one:

- | | |
|---|--|
| <input type="checkbox"/> Human Growth and Development | <input type="checkbox"/> Positive Interactions and Guidance |
| <input type="checkbox"/> Observation and Assessment | <input type="checkbox"/> Environment and Curriculum |
| <input type="checkbox"/> Health, Nutrition and Safety | <input type="checkbox"/> Leadership and Professional Development |
| <input type="checkbox"/> Family and Community Relationships | <input type="checkbox"/> Management and Administration |

Equipment Requested : None Flipchart Overhead/Screen Tables for group work/hands-on
 Cart/Screen (you will provide your own laptop & projector) TV/VCR (additional charge)
 Special needs _____

*(Availability is limited and will be allocated on a **first-come, first-serve basis**)*

Scheduling Concerns: Are any of the presenters involved in other sessions? Are you sharing equipment with other presenters? **Please list session titles or presenters:**

Preferred date of presentation and length of session:

- | | |
|---|---|
| <input type="checkbox"/> Friday, April 1 st | <input type="checkbox"/> Saturday, April 2 nd |
| <input type="checkbox"/> 1.25 hours | <input type="checkbox"/> 1.25 hours |
| <input type="checkbox"/> 3 hours (back to back sessions 2:30-5:30 session only) | <input type="checkbox"/> 3 hours (back to back sessions 2:30-5:30 session only) |

Please return this form by fax, email or mail by December 1st, 2010 to:

NevAEYC Attn: Conference
680 S. Rock Blvd
Reno, NV 89502



Phone: (775) 448-5203
Fax: (775) 448-5251
Email: conference@nevaeyc.org

Notification of proposal acceptance will be sent by December 16th, 2010.

T.E.A.C.H. Early Childhood® Nevada Student Spotlight: Chrissie Blanchard

Lead teacher, college student, “discussion pro”, mother, and wife: these are just some of the many hats that T.E.A.C.H. Early Childhood® Nevada recipient Chrissie Blanchard wears. Even though she is definitely a busy woman, Chrissie took a few moments to answer our questions for our Student Spotlight about her path to higher education and how it has changed her in the classroom.

Chrissie first started in the Early Childhood field as a parent helper in October of 2007 at St. Mark Lutheran Preschool in Elko, NV. While she was excited to be the parent helper in the classroom, “I really wanted to ditch the broom and get down on the floor with the kids.” After only four months, Chrissie got that chance as a teacher’s assistant. It was then that she told herself, “if I am going to do this, I need to do it right.” She signed up for her first college course only two months later and has been on scholarship with T.E.A.C.H. Early Childhood® since the fall of 2008.

In the two short years since Chrissie has started on scholarship with the T.E.A.C.H.® program, she has already received her A.A.S. in Early Childhood Education from GBC, and she is now working on her ECE Bachelor’s degree through distance education courses with UNLV. The opportunity to go back to school for Chrissie has been integral in shaping her into the teacher she is today. She has even had the opportunity to add a new skill to her repertoire – discussion pro! She joked, “Each class I have encountered requires a discussion of some sort! I would like to think I am a discussion pro!”

School has also reaffirmed Chrissie’s belief in the importance of education for other professionals in the ECE field. “I feel that it is absolutely critical for ECE providers to take courses, and continue doing so even after they have received a degree. Research is always changing! There are so many little things ECE

providers need to know that add up to a lot!” While she mentioned that the biggest challenge has been being able to balance life, work, and school, Chrissie wholeheartedly recommends that others take the plunge especially since T.E.A.C.H. Early Childhood® Nevada helps so much with the financial support.

Chrissie’s final words of support for people that are thinking about going back to school are just to “Go for it! You have

nothing to lose. It might seem like it will take forever to get that degree, but time flies by! There is tremendous support available, and every time you finish a class, it is empowering! Receiving my AAS in ECE was a proud moment!”

One thing is for sure, we at the T.E.A.C.H. office are really proud of her. Her dedication to her learning and her center is a great reminder about the reason why our program exists. Thanks to you, Chrissie, for your commitment to education and the Early Childhood Education field!



Chrissie and Family

T.E.A.C.H. Early Childhood® Nevada Spring 2010 Honor Roll

T.E.A.C.H. Early Childhood® Nevada would like to take a moment to recognize those students who have done exceptionally well during the Spring 2010 semester. High five! And keep up the good work!

Superstars – 4.0 GPA

Jennifer Almeida
Diane Anagnostopoulos
Jorja Aveson
Marianna Ashley
Anne Bruno
Luis Cascos
Tammie Coleman
Jessica Contreras
Chaya Sarah Cunin
Bettina de Bruyn
Ann DeBock
Geraldine Farrer
Janet Fisher
Veronica Fleming
Susan Gross-Albion
Lani Hinkes
Shelby Henderson
Debra Howell
Deborah Kaye
Christina Kitt
Sandra LaPalm
Ana Lomeli
Nicole Lundstrom
Mary Magaña
Terri McGraw
Diana Navas-Maldonado
Stacie Phillips
Amy Robinson
Cassandra Rogers
Laurie Rupert
Stephanie Simpson
Charlotte Torres
Kimberly Valdez
Yessenia Velazquez
Karen Walker
Rissell Whitt
Teresa Whitten
Tammy Wilson

All-Stars – 3.5 GPA or higher

Keiry Amaya-Medina
Audrey Awong-Staves
Janessa DeLeon
Jennifer Espeland
Brittany Ezeagwula
Rosa Flores
Susan Garriott
Amanda Kurz
Terra Maddox
Yvana Majalca-Guerrero
Heather Manus
Beatrice Marlisa
Elena Ramirez
Katelyn Ramsey
Maria Reyes-Vargas
Gloria Rodarte
Ruth Rosiles
Sofia Santoleri
Melisa Schillinger
Samantha Stanton
Angeles Zarate

Don't Wait for the Campaign Trail Dust to Settle!

Well Nevada, the 2010 campaign trail is reaching its end... I, for one, am looking forward to the absence of ceaseless political advertising, as well as getting our elected officials back to the legislature and making plans on how to follow through with promises made to their constituents.

Don't wait for the campaign trail dust to settle... get in touch with your representatives! Even the best of us need reminders, and politicians are not the exception. Please send them consistent reminders of the importance of affordable, quality early learning programs – incorporating early childhood education into plans for fixing Nevada's educational deficit is critical. Emphasize to your representatives the fact that providing an adequate education means more than starting an education at five years old– it means providing quality early learning programs so that children are better prepared for the k-12 system. Making this small adjustment to Nevada's smallest, most susceptible constituents could have incredibly beneficial results...which is something that education in Nevada desperately needs!

Also, stay informed! Please follow the link below to Nevada's Department of Education website and see where prekindergarten stands...

http://www.doe.nv.gov/Standards_Pre-Kinder.html

There is an option at the top of this webpage which encourages viewers to sign up for email notifications. This could be a fabulous resource for staying within the educational loop, hence being able to provide strong, well informed arguments to our representatives.

Thank you for taking the time to advocate for Nevada's children! Please do not hesitate to contact me for more information on resources for public policy updates, tips on how to communicate with representatives, etc...

Danielle Harris

T.E.A.C.H. Early Childhood® Nevada/Project Counselor Reno Association for the Education of Young Children/ Public Policy Coordinator
Telephone: 775-448-5203
Email:dxharris@dwss.nv.gov

Did you know NevAEYC has two electronic mailing lists which are open to members and the larger ECE community?

The first list is called **NEVAEYCNEWS-L** and is a distribution list only. It is used to send out current information of interest to the ECE community as well as information about upcoming events and training.

The second list is called **ECEPUBLICPOLICY-L** and is a discussion forum for issues related to ECE and NevAEYC. This list is interactive and allows subscribers to post messages to the entire list.

In order to participate in one or both lists you will need to subscribe to them. To subscribe you can go to the NevAEYC website, then click on the top Communication tab, and then click on E-Mail Lists or go right to the direct link <http://www.nevaeyc.org/listserve/>

NevAEYC is also on Facebook. Just go to the NevAEYC website <http://www.nevaeyc.org>, click on the top About tab and then click on the Facebook dropdown for a direct link to our Facebook page.

facebook

T.E.A.C.H. Early Childhood® Nevada Summer 2010 Honor Roll



T.E.A.C.H. Early Childhood® Nevada would like to take a moment to recognize those students who have done exceptionally well during the Summer 2010 semester. High five! And keep up the good work!

Superstars – 4.0 GPA

Daisy Aguilar
Keiry Amaya-Medina
Diane Anagnostopoulos
Jennifer Bixler
Chrissie Blanchard
Luz Cifuentes
Janessa DeLeon
Geraldine Farrer
Tamberly Jueschke
Deborah Kaye
Christina Kitt
Sandra LaPalm
Heather Manus
Stacie Phillips
Cathy Van House
Yessenia Velazquez

All-Stars – 3.5 GPA or higher

Lani Hinkes
Debra Howell
Kelsey Hurlburt
Lynn Johns
Mary Magaña
Heather McCarty
Stacey Perkins
Cassandra Rogers
Ruth Rosiles
Melisa Schillinger
Suzanne Smith
Sandy Spoo
Charlotte Torres
Rissell Whitt

T.E.A.C.H. Early Childhood ® Nevada

Did you know that
T.E.A.C.H. Early Childhood ® Nevada
and the

Office of Early Care and Education
are working together to promote the
Resource Library.

T.E.A.C.H. recipients and
all early childhood professionals can
borrow books, toys, manipulative
activities and resource materials to
be used in their classroom or for
their own knowledge.

Recipients and professionals can also
use the laminator, binding machine,
copy machine and die cut press
all free of charge!



Please call the So. Nevada T.E.A.C.H. office
at 702-486-1476 or
The Office of Early Care and Education at
702-486-1432
For more information or to schedule an
appointment

We are located at 628 Belrose St. Las Vegas, NV 89107

Resource Library

The 6 Secrets of Successful Childcare Providers

by Rhonda Anderson

Whether you are a seasoned veteran or a newcomer, there is one thing for sure: you started your business because you love children. Your passion for providing a safe, nurturing environment for kids to grow in is apparent in the dedication to your work every day.

But you also know that your passion can be demanding, even draining at times. While we can't help you fix scraped knees, we can help by sharing the secrets gleaned from experts in the field of professional childcare. These best practices will empower you as a professional and provide inspiration to build the successful childcare center you have always dreamed of!

Understand the power of the internet

It goes without saying, but it bears repeating: your parents are doing their research online and that number will continue to grow. We operate in a 24/7 world and the time that most of us have to do research on important issues—like child care – is “after hours”. That means surfing after the kids go to bed or before they wake up in the morning. In fact, there is a huge number of individuals who now use their phones almost exclusively for internet access.

In 2009, the Pew Research Center reported that substantial majorities no longer see a microwave or even air conditioning as a necessity. Yet 49% of those surveyed could not live without their cell phone and 50% saw their home computers as critical to their survival.

The truth is that the parents who are working and have the most disposable income are looking for providers online. The others are reading the penny savers at the coffee shop and calling their girlfriends. Who would you like to partner with in a long-term relationship?

Put yourself in your parents' shoes

Ask yourself the question: What does looking for child care look like for my parents? Where would I start? How would I go about the search? What is the most convenient way to do that research and of the greatest service?

When is the last time you went to the phone book? You probably don't even own one. Parents are searching online everyday to find everything from car parts to hairdressers to a new job. Child care is no different. And when they find a list based on location from a search, they will want to know more. Only those providers with a strong website will be put on the short list for follow up.

Parents have no time. If a website can answer some of their questions and establish a good feeling about the provider, why would a prospect bother trying to call or visit any other facilities the next day. Make sure you get on the short list for each and every search!

Know thyself

As the saying goes, you can't be all things to all people. Your business model will thrive when you identify the type of clientele you want to serve. Get a clear picture of who you want in your center and then be unapologetic about what you can and cannot provide.

If you are focused on a loving environment, but not really interested in teaching phonics, say so! If you only want parents who will follow up with math skills on the weekends, make

that clear! There should be no judgments or apologies about how you fit into the market. A good exercise is to ask what 3 things are most important to your best families—this is the foundation you want to build upon.

Communicate clearly

A clear understanding of your focus and passion starts with clear communication in your website. Let your personality come through to assure that the kinds of families you are spending time with are the right ones. Save yourself and parents the frustration of a bad fit by making it clear what your vision is for your center. In the long term it will decrease your churn and increase profitability and happiness.

Set clear contracts for operational issues as well. Then enforce them! You need to be willing to lose families to gain sanity and an atmosphere of centeredness in your facility. Your time and your energy is valuable, so make sure that expectations are clearly communicated with all. Those boundaries that you set will help insure your ability to stay in business for the future.

Utilize the website for your current parents

How many times have you picked up fliers from the front of the property? Or heard a parent complain that they had no idea the parade was today? Or had a crying child because they were the only ones in class not dressed as a cowboy?

It's tough to keep up with all the messages we get throughout the day. Make life easier for your parents by training them to use your website as a real-time communication tool. Post all your information there and send messages via email instead of sticky notes!

This practice moves the responsibility onto the parents and away from you, the provider. No more complaints of “I didn't get the message”.

It saves paper costs and the time to distribute them to cubbies and backpacks.

Everyone sees the same information at the same time.

It allows you to communicate with parents when they are open to hearing your message—not at 5:30 when they are exhausted and thinking about what to make for dinner.

Find community

Odds are, you are a working parent too! That means you are doing your research online late at night, you struggle to find enough hours in the day, but unlike others you do not work with a team of adults. It's critical you find a way to connect with others in your field of work.

Use your internet to find communities and forums of other child care facility owners and providers to bounce ideas off from, share tips, and just chat with! When you are growing with purpose, your quality of life is enriched. And the quality of your service is enriched as well.

Rhonda Anderson, founder, CEO, and provider advocate of Childcare Bridge is a successful entrepreneur and business consultant. In addition to her many years of business experience, Rhonda also has experience in the field of childcare from both the parent and provider perspectives. As a mother of four, she took the opportunity to stay at home and run a childcare business in order to be with her children when they were young. Upon returning to the corporate world, she was able to use the knowledge she obtained as a provider in order to find the best care for her children. Now as a provider advocate, she is committed to helping providers achieve success in their businesses by combining their innate skills with opportunities to develop business skills and collaboration in their industry. To learn more, visit <http://www.childcarebridge.com/>.

Child Safety

How parents can protect children from abduction

- Know where your children are at all times and who they are with.
- Never leave your child alone in a public place, stroller or car.
- Always accompany younger children to a public restroom.
- Teach your children not to accept rides and gifts from strangers.
- Always accompany your child on door-to-door activities, i.e. Halloween, school fundraising campaigns, etc.
- Establish a routine for picking your children up from school or other events.
- Agree on a simple code word for emergency situations. A trusted adult who knows the code word can pick up your child if necessary.
- Make sure your child knows their full name, address and phone number.
- Teach your child how to reach you (home, office, mobile).
- Teach your child how to call the police.
- Have a plan in case your child gets separated from you in public.
- Teach your child to stay in groups of friends when going anywhere .
- Tell your children about child abductions in simple and easy to understand terms. Awareness can help them protect themselves.
- Avoid clothing and toys with your child's name on it. A child may not fear someone who knows his/her name.
- Promote an environment in which your child feels free to talk to you.
- Let your child know that you will pick them up at any time, any place.
- Listen closely when your child talks about friends or acquaintances they spend time with in your absence.
- Check all potential babysitters and older friends of your child.
- Teach your child to recognize suspicious behavior and collect descriptions.
- Urge your child to think escape / survival if he or she were ever abducted.
- Speak to your local law enforcement agency to find out about neighborhood watch.
- Get to know your neighbors and the children in the area. Make sure your child's friends know your house is safe and they can seek help from you.
- Check with your local law enforcement to find out if there are sexual offenders in your area.
- Have a copy your child's photo available and know what clothing your child is wearing each day.
- Keep up-to-date medical/dental history and finger print cards.



How children can protect themselves

- Always tell your parents where you are going and who you are with.
- Never answer the door if alone.
- Do not invite anyone in the house without the permission of a parent or babysitter.
- NEVER get into anyone's car without permission.
- Don't tell anyone on the phone that your parents are not home. Instead tell them that your parents can't come to the phone and take a message.
- Don't go to restrooms in out-of-the-way places without a trusted adult.
- Don't take short cuts. Always use well-traveled streets.
- Never go to playgrounds or movies alone.
- Go to the nearest cashier if lost or separated from a parent in a store or mall.
- Do not take candy or other gifts from strangers without asking a parent first.
- Never hitch-hike.
- Stay away from isolated areas or abandoned buildings.
- If you do not know the driver of a car that slows down or stops near you. Run home, to the police department or to a public place where there are people. Do not run and hide.
- If an adult approaches to ask for directions, step back, tell them you don't know and walk away. Adults should ask other adults for directions.
- If forced toward a building or car, scream "help", scatter belongings and fight.
- No one has the right to touch any part of your body that a bathing suit would cover.

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- If someone touches you in a way that feels uncomfortable, tell them in a loud voice that it is your body and they don't have the right to touch you, even if it is a relative or friend. Tell an adult you can trust and keep telling until someone believes you.
- If you see someone unusual hanging around a schoolyard or a park, tell your parents.
- Tell a parent about anyone who exposes themselves to you.
- Don't believe any adult who asks you to keep a secret from your parents.

Stranger Danger, tricks strangers use to lure children

- A stranger may quickly approach the victim. This element of surprise does not allow the child to think about what is happening and get away.
- A stranger may pose as an authority figure (police, firemen, security) and ask the child to leave with them.
- A stranger may try to bribe the child with money, candy, toys, cute pets, etc.
- A stranger may tell the child there is a crisis such as family illness and say a parent told them to pick the child up.
- A stranger may approach with compliments to appeal to child's ego.
- A stranger may approach with false caring, promise or knowing child's name if noted on child's possessions (shirt, lunchbox, toy).
- A stranger may suggest playing games.
- A stranger may ask for help, such as directions or to help find a lost pet.
- A stranger may fake injury requesting help
- Children often idolize adults, allowing false trust. Strangers prey on this false trust.
- A stranger may try to lure a child by asking the child to do work for the stranger.

Information provided by the Reno Victim Services Unit

Happenings at Truckee Meadows Community College

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the NAEYC Annual Conference and Expo and were accepted! Nicole Lundstrom represented the group and presented on Student Leadership in Anaheim in November. Congratulations to Nicole Lundstrom, Angela Davis, and Charlene Nelson for this professional accomplishment!

New ECE Grant

The ECE Program also has a new grant to support students in the completion of courses and degrees in ECE! The project includes mentoring and student support services to assist students who are currently enrolled and working in the field. Students work individually with a project mentor, Tamara Anderson, get academic advisement, develop an individual learning plan, and have access to tutoring and other support services at TMCC. If you are interested in this FREE program, please contact the ECE Program for more information at (775) 673-8272 or cswank@tmcc.edu

Great Opportunity for Students at East Career and Technical Academy

By: Sue Fullmer



The junior students in the education program at East Career and Technical Academy in Clark County School District in Las Vegas are realizing a dream many of them have of being a teacher. An integral part of the junior courses of Child Development and Management in Teaching is directing, planning and teaching in the on-campus Tiny Titans Preschool. Freshman students are introduced to the program with a Communications in Education course. Sophomore students take an introductory course in Child Development which is a prerequisite for college credit awarded in the junior year. The program culminates in the senior year with Methods training and an Internship course which provides a student teaching type experience with a master teacher in the school district.

"We have established great partnerships with local post-secondary institutions UNLV, CSN and NSC. Our students have the opportunity to obtain college credits through the College of Southern Nevada and we are arranging other dual credit courses", states Sue Fullmer, Education Program Leader. The Early Childhood Joint Technical Skills committee is providing support to the program by hosting field trips at various early childhood facilities, workshops, guest speakers and training. The committee will provide mentors to assist students who are preparing to compete in the FCCLA State and National Conferences. Several students from the program attended the state conference of the NevadaAEYC (Association for the Education of Young Children) last spring. The conference introduced the future teachers to national experts in early childhood careers. They also enjoyed the workshops that taught them appropriate activities to be used with the preschoolers they will teach.

Mrs. Linda Bouch has recently joined Mrs. Fullmer as a new instructor in the education program at East Tech. Mrs. Bouch is the president-elect of the Nevada association.



first things first

Seek the kingdom of God above all else, and live righteously, and he will give you everything you need.

—Matthew 6:33, NLT

early education conferences

intentionality

location	date	keynote
Phoenix, Arizona Paradise Valley Christian Preparatory	November 6, 2010 7:30 AM–3:30 PM	D’Arcy Maher, MEd Director, ACSI EE Services
Albuquerque, New Mexico St. Stephen’s United Methodist Church	January 29, 2011 7:30 AM–3:30 PM	Dr. Milt Uecker Columbia International University
Longmont, CO Rocky Mountain Christian Academy	February 19, 2011 7:30 AM–3:30 PM	Dr. Milt Uecker Columbia International University
Las Vegas, Nevada Mountain View Christian School	March 12, 2011 7:30 AM–3:30 PM	D’Arcy Maher, MEd Director, ACSI EE Services

Keynote Speakers



Dr. Milt Uecker (NM and CO Conferences)
Dr. Milton Uecker has worked within Christian schools for more than forty years and is currently serving as Dean of the College of Education at Columbia International University in Columbia, South Carolina. Dr. Uecker currently teaches courses related to early childhood instruction and the philosophical foundations for Christian schooling.



D’Arcy Maher, MEd (AZ and NV Conferences)
Director of ACSI Early Education Services
After working in preschools, with Washington State Migrant Council and in urban programs, she joined the ACSI team. D’Arcy also participated in the creation and launch of ACSI’s Principles & Practices of Christian Early Education course, assisted in setting the protocol for ACSI’s Preschool Accreditation program, serves as the managing editor for Christian Early Education magazine, and is now on the board of the Evangelical Press Association.

Pricing

Pricing varies by location. Special member and IACEE member prices available.

How to Register

Register today on the ACSI website
www.acsi.org/kwrmeconf.