

Compass

Your quarterly guide to Keystone STARS



Reaching higher for
quality early learning

Winter 2012

Be Informed. New Requirements for Reporting.

Final Expense Reports and Grant Tracking.

Accountability is the operative word for 2011-2012, and through acceptance of this year's grant, you are included in the process of fiscal responsibility and accountable for dollars spent. The new grant tracking, receipt splitting system enables you to prove responsible spending, and completion of this tool is a mandatory reporting requirement this year. With submission of your final expense report, you are required to send the completed chart and copies of all corresponding receipts. This will prove your spending by category matches your approved grant.



Receipt splitting charts are available on-line through the PA Keys website, www.pakeys.org, listed under Forms and Tools. Quite simply, the chart follows the same categories as listed on your grant request and allows the user to list each invoice's expense by those categories. The result will show that dollars awarded for expense to those categories were spent as approved.

Getting Started: Remember that all invoices must show a \$0 balance, or proof of payment must be attached.

Packing slips and unpaid invoices are not acceptable. Number each receipt and code individual expenses as per codes listed on the PA Keys website with the forms. This enables you to identify categories to complete the chart. Upon completion, this chart should accompany copies of the receipts and your final expense report. It is recommended that receipt tracking begin as soon as you receive the first invoice.

Final expense reports are due no later than 90 days after you receive your grant check and should be mailed with the receipt splitting chart and 8 1/2" x 11" copies of invoices with proof of payment to the regional key office within this timeline.

Throughout the Key, workgroups have been scheduled to answer questions and to offer step by step guidance for completion. STARS Specialists have been conducting these meetings since last fall and more are scheduled. Check weekly updates and the Regional Key website for future opportunities. If you are unable to attend a workgroup but have questions or need assistance, your Specialist is available to help. Compliance is mandatory and failure to meet these requirements could jeopardize future grants. See page 11 for the workgroup schedule.

"Encouraged people achieve the best; dominated people achieve second best; neglected people achieve the least."

— Anonymous

Welcome Christy Renjilan

The South Central Regional Key welcomes our new Executive Director, Christy Renjilian, who brings knowledge, compassion and a vision to Child Care Consultants. Working in child care since 1988, Christy's background in social policy analysis leads her to look at the whole child, promoting services and processes that foster strong foundations. Her background includes work in inner city Chicago, working with Americorps and dropout and truancy programs.

Since 2001, Christy has called York her home, working first with the JCC and most recently with the United Way where she became a familiar name with community engagement and the LEARN team. During her tenure, she was successful in coordinating community efforts to promote healthy child care networks.

Sharing her vision with the Key, it is her intention to maintain a presence and accessibility to all providers, welcoming involvement and input with continued focus on the strength and importance of supporting children through quality care and education. We welcome her insights and are excited for her direction.

ECE Action Day

May 1 in Harrisburg

Register your group by contacting

LaTosha J. Stoney at

lstonej@pennaeyc.org or call

1-888-272-9267

How Many Voices Will Be Heard?

Be a part of the solution!

News From The Home Front For FCCH Providers

Consent for Emergency or Urgent Medical Care

Early educators and families need to know what emergency personnel can do if a parent or legal guardian is not available when a child needs care. In August 2011, the American Academy of Pediatrics (AAP) issued a revised policy statement about consent for emergency care for children. Consent must be specific to the situation. This is called “informed consent.” You don’t know the specifics until an emergency occurs, so parents cannot give informed consent for the possibility of an emergency in the future.

In some situations, you must call Emergency Medical Services (usually 911). In other circumstances, you should make sure the child gets to a source of urgent health care within an hour. See *Caring for Our Children*, Appendix P for details. If the parent or legal guardian is not available to accompany the child who needs care, someone whom the child trusts should stay with the child. This person should have the child’s health record in hand and be able to tell emergency personnel about the child and the emergency.

Legally, emergency personnel may provide transport for evaluation and necessary treatment if the child has a condition that is a threat to life or health. They may provide care to stabilize an emergency medical condition until the parent or legal guardian is available. This is called the “emergency exception rule” or “doctrine of implied consent.” However, this type of consent permits only limited treatment.

Think about situations that might require emergency medical or dental care. The situation might involve a child, an adult staff member, visitors or someone accompanying a field trip. Be sure your program has a written plan for all these needs for urgent or emergency medical care. All staff should know what to do. Standard 9.2.4.1 in *Caring for Our Children* requires written procedures for:

- Accompanying a child who needs urgent care
- Giving consent forms for seeking emergency medical care
- Sharing medical information with emergency personnel
- Providing back-up to maintain staff: child ratios
- Notifying parents/legal guardians
- Identifying sources of urgent medical and dental care in advance of needing them
- Completing incident reports
- Ensuring that first aid kits remain well-stocked
- Scheduling reviews to ensure staff competence in pediatric first aid
- Supervising staff more closely following an incident where a child is lost, missing or seriously injured

See *Caring for Our Children* for forms and guidance about writing and implementing these programs.



In today’s world identity theft is something we often hear about, but there are steps that you can take to avoid this misfortune. You don’t have to give out your social security number. You can get an Employer Identification Number (EIN), a surprisingly easy process. Visit online at www.irs.gov, then click on “business” ; under businesses topics the first choice is employer ID numbers. Go to “do you need an EIN?” This page gives you directions on how to do it over the phone or fax or online. If you call 1-800-829-4933 you will go through automated process. Just follow the voice prompts and you can speak with someone who will answer all of your questions and assist you with the process. EIN’s are useful in business situations where you would otherwise provide a social security number for tax purposes.

Family Child Care

Mini Conference

March 3rd, 2012, Camp Hill, PA

Morning and afternoon professional development events. Registration includes lunch.

Mark your calendar and watch for details.

Videos: The Value of Quality Early Childhood Experiences

Could you use some excellent materials for parent meetings? View two to seven minute videos from the website for the Center on the Developing Child at Harvard University. Three videos explain the core scientific concepts in early development. One uses images found in interactive games and four videos are talks by national experts. Go to <http://developingchildharvard.edu>. for your use.

GET EXCITED About Supervision Awareness Month!

Throughout the month of March, the focus is on Supervision — the foundation of what you do each and every day. Get your staff excited with great activities to highlight the importance of proper and effective supervision to keep the children in your care safe and happy.

Emphasis on this theme will develop your staff and increase the quality of supervision skills and help families to feel more secure when they leave their children in

your care. Your promotion of this event will emphasize the importance of regulatory guidelines and staff responsibility.

To make the month a success, all necessary materials have been provided for your use including organizational binder materials, a staff meeting agenda complete with talking points and the “how-to’s” for activities to engage staff and reinforce points. Materials have been adapted for use by centers, groups settings and family child care providers.

According to a report by the National Association for the Education of Young Children (NAEYC), between 2006 and 2009, programs reported 134 incidents with children left unsupervised. About one-third of them involved preschoolers or kindergartners. The most frequent occurrence of this type (which was 57 or nearly half of all reported), involved children being left on the playground. Others involved children left unsupervised in the classroom. (41), bathroom (10), or another part of the facility (13).

This month, STARS Specialists began distributing materials to assist you with a Focus on Supervision that is well-received by staff and provides useful and fun learning materials. Take a few minutes to review all information so that you are prepared for kick-off for you to host your February staff meeting.

Supervision means child care staff members have knowledge of children’s needs, accountability for their care, and knowledge of which children they are responsible for at all times. Additionally, all staff, regardless of position should be familiar with proper care ratios by age group and the definition of “supervision” as stated by the PA Department of Public Welfare: To be physically present with a group of children or with the facility person under supervision. Critical oversight in which the supervisor can see, hear, direct and assess the activity of the supervisee.

Build a facility checklist that reminds staff to make supervision top-of-mind awareness. Considering sight and sound requirements, staff should be prepared to change position on playgrounds to address every child and location. They should communicate with co-workers as they change position so that necessary positioning can occur. Classroom arrangements should allow for sight of each child, regardless of activity. Proce-



dures should consider bathroom needs and emergency procedures.

Remember that children should never be left unattended to eat or drink (choking is often silent), and procedures should be in place for children still eating while the majority of the group has moved to the next activity.

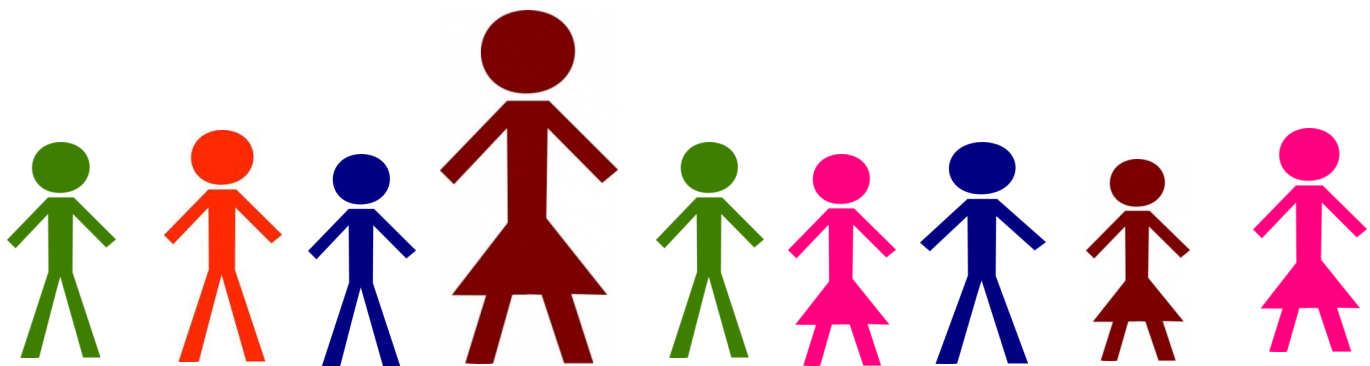
When mixing age groups, ensure that staff understands ratio requirements (which reverts to that of the youngest child in the group), and make sure that staff understands the necessity to properly supervise children with unfamiliar equipment and

toys, taking care to match age recommendations with children.

You Are The Key
To the Success of Supervision Awareness Month

Get prepared, get ready...and get excited. Post the enclosed announcements and watch your staff follow your lead to get involved in the activities. Remember...they will only be as excited and involved as you are, so embrace the concept and benefit all of the children in your care!

March is Supervision Awareness Month



March 2012 Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
	Week 1: DEFINITION, RATIOS, AND POSITIONING					
11	12	13	14	15	16	17
	Week 2: COUNT, COUNT, COUNT					St. Patrick's Day
18	19	20	21	22	23	24
	Week 3: HEIGHTENING SUPERVISION IN AND OUT OF THE CLASSROOM					
25	26	27	28	29	30	31
	Week 4: TEAM TALK					

www.printablehub.com

You're Invited To be a part of fun and teamwork that will maximize your effectiveness supervising children in your care! It's fun and easy to get involved. Watch for details.

March is Supervision Awareness Month

Become proactive in your approach to supervision!
Celebrate supervision with new techniques, tips, and activities each week.

Kick off Supervision Awareness Month at your February staff meeting. Follow activities and talking points in the February staff meeting agenda included in your materials. Then...

Week 1: March 5th - 9th: DEFINITION, RATIOS, AND POSITIONING

Monday morning, distribute resource article *"The ABC of Child Care: S is for..."*.

By Friday staff will submit to the director one main idea from the article that stood out to them.

Periodically throughout the week, the director will question each staff member to answer the questions: "How many children do you have? Which children are you responsible for? What is the definition of Supervision?"

Check in with staff to make sure that the positioning solutions they developed at the February staff meeting are being implemented.

Week 2: March 12th - 16th: COUNT, COUNT, COUNT

Monday morning, distribute resource article *"Effectively Supervising Young Children"*.

By Friday staff will submit to the director one main idea from the article that stood out to them.

On Monday distribute *"Counting Kids Discussion"* handout to each classroom, staff should discuss with their classroom co-workers and turn in completed handout to the director on Wednesday.

Kick off the week by holding a Jelly Bean Jar Counting Contest

Throughout the week, conduct more ratio spot-checks, asking "How many children do you have? Which children are you responsible for?", but this time use the *"Director Classroom Counts"* form provided. Feel free to create a checklist format that meets your needs.

Week 3: March 19th - 23rd: HEIGHTENING SUPERVISION IN AND OUT OF THE CLASSROOM

Monday morning, distribute resource article *"Who Should Supervise the Children"*.

By Friday staff will submit to the director one main idea from the article that stood out to them.

Post the *STOP Poster* provided in your materials at key entrances and exits.

In each classroom, implement the *"Teacher Classroom Counts"* form to be used on a daily basis. Feel free to create a checklist format that meets your needs.

Week 4: March 26th - 30th: TEAM TALK

Monday morning, distribute resource article *"Effective Teamwork in Care Settings"*.

By Friday staff will submit to the director one main idea from the article that stood out to them.

Team Talk Scavenger Hunt – Staff should be on the lookout for examples of team talk – either personally or another staff member using it. Document examples and submit to the director at the end of the week.

At the conclusion of the Supervision Awareness Month activities, please complete a brief survey at www.surveymonkey.com.

A 2nd Look at CQI – What Is It and What Does It Look Like?

Second installment in a series by Kathy Stennett, Director, CAECTI

Continuous Quality Improvement (CQI) is woven into the policies and procedures of your early learning program in numerous ways, but there are several core knowledge areas and practices that give us the foundation of what is needed in a quality program. These core knowledge areas and practices bring us back to the basics of what constitutes quality care. When working on improving program services and practices, it is vital that all who work with young children are capable and consistent in the following areas:

Child Development: Knowing how children develop from birth through school-age helps early learning professionals know what to expect in the young children in their care and how to best support their growth and learning. The daily planned activities, along with the books and materials used, all need to match the age and abilities of the individual children in your classroom. Building your knowledge of child development comes through taking a workshop series, enrolling in a CDA program, or taking an Early Childhood Education college course.

Health & Safety -ERS results across the state show that the top area needing improvement is Health and Safety practices, especially in the area of Personal Care Routines. We know that hand-washing is important, but do we know ALL of the times hand-washing is needed and then do this consistently? What other H & S areas need to be improved? In addition referring to the DPW regulations on health and safety, visit the ECELS website at www.ecels-healthychildcarepa.org. ECELS (Early Childhood Education Linkage System) offers online training, newsletters and state updates. Best yet, have Anne Dodds, our H & S consultant, come to your site to give hands-on guidance in appropriate health and safety practices. Email Anne at adoddsstars@yahoo.com.

Supervision of Children – How often do you need to count the children in your care? What are the names of the children you are responsible for? DPW regulations define supervision practices as being able to see, hear, direct and assess each child at all times. Supervising children effectively means there are clear, pro-active supervision policies and procedures in place and staff consistently follows these policies each and every day. March is Supervision Awareness month in our region. Ask your STARS Specialist for more information about this upcoming event.

Building Relationships with Families – Parents, grandparents, and guardians are the primary source of information about the children in your care. In order to best care for each child knowledgeably and capably, it is important to build a positive relationship with families. This means communicating with families regularly and in a variety of ways. Creating classroom environments that reflect the lives of families, children, and their cultures is a positive way to foster communication and gain additional information about the children in your care.

These are some of the basic, but important foundational areas that need to be carefully monitored and discussed frequently in early learning programs. CQI doesn't have to be complicated. More often it is just a willingness to grow in our knowledge of young children, and be consistent in our daily health and safety practices.

Watch For Spring Conferences

LVAEYC Annual Conference

March 3, 2012 Details Coming!

CAAAYC Early Childhood Conference

Saturday, March 10, Messiah College, Grantham, PA

CAAAYC.pa@gmail.com

DVAEYC Conference

May 5-May 7, PA Convention Center, Philadelphia

www.dvaeyc.org/events

Coming Soon!

Watch For Details on Higher Ed Day

March 23rd, PATTAN, Harrisburg

Your opportunity to meet face to face with representatives of higher education institutions to get insight and information on educational and funding opportunities.



Upcoming PD Opportunities

Mark Your Calendar for Professional Development

Leadership In Action Series for Directors

February 20, March 26, April 30, May 15, June 12

United Way of York, York, PA

Offers the foundations of basic principles in developing and maintaining effective leadership skills, covering topics such as Leadership Styles, Values and Vision, Motivating Your Team, Best Practices, Coaching Your Staff, and Advocacy. Total Cost \$60.00 Register on-line or call 717-233-5457.

CDA Advisor Overview For Directors

February 17, 10-4:30, United Way of York, York, PA

For Directors and others who may serve as a CDA advisor, to assist directors in the support of practitioners working towards a CDA credential.

Register on-line or call 717-236-1381

Go Healthy

Wednesday, February 8 6:00-9:00 United Way of York

Wednesday, February 15 6:00-9:00 Giant Food Store, Camp Hill

Tuesday, March 6 6:00-9:00 Giant Food Store, Camp Hill

Tuesday, March 20 6:00-9:00 Lebanon Valley Agricultural Center, Lebanon

Mandated Reporter, Recognizing and Reporting Child Abuse

Tuesday, January 31 9:00-12:00 CAECTI, Harrisburg

Thursday, March 1 6:00-9:00 United Way of Cumberland/Carlisle, Carlisle

Wednesday, April 18 9:00-12:00 Chester County Intermediate Unit, Downingtown

Thursday, May 17 1:00-4:00 Lancaster/Lebanon IU, Lebanon

Being Proactive: The Importance of Supervision

Wednesday, February 8 6:00-9:00 CAECTI, Harrisburg

Tuesday, April 24 1:00-4:00 United Way of Lancaster, Lancaster

Core Series Spring Calendar Now Available!

Register now through www.pakeys.org and to see updated opportunities for trainings in ECERS, ITERS, SACERS, CQI/FPD, and The Learning Standards. Professional development events include two beneficial trainings to prepare you for ERS, including *ERS: Survive or Thrive—It's Up To You*, and *ERS Perspectives: Viewing Quality Through an Empathetic Lens*, a workshop packed full of hands-on experiences that may be useful tools in future staff meetings as participants explore and discuss the variations between how one receives versus how one responds to the feedback your facility receives from an ERS report.

CDA Renewal Series

Best Practices In The Classroom

March 15-June 19

Giant Community Center, Camp Hill

45 hours of DPW training and 4.5 CEU's for required CDA renewal.

\$65 per person for the entire 15 week series.

Email sdl116@psu.edu or call 717-233-3661



News From Sara Bosley, Infant Toddler Specialist

Spotlight On Resources

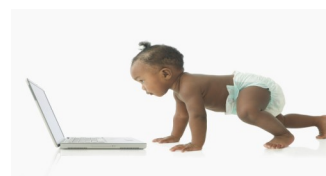
Baby Talk: Resources To Support Work With Infants and Toddlers

Baby Talk is a listserv that sends out MONTHLY emails to anyone who is looking for information to help support infant and toddler teachers, directors, case worker and so on. Every month has high quality articles on a variety of top-

ics like early literacy, intervention or screenings! To sign up for this valuable resource, send an email **with no message** to subscribe-babytalk@listserv.unc.edu. If you know of colleagues who would be interested, please feel free to share.

Let's Go Out!

The Importance of Outdoors



Infant and toddler teachers often struggle with getting young children outside. Teachers and families are often concerned with winter weather and its effects on the young children. The Department of Public Welfare requires all children to go outside daily weather permitting. The PA Position statement define weather permitted as Children are expected to go outside when the forecast temperature/wind chill are above 25 degrees, the forecast temperature/heat index is less than 90 degrees, there is no precipitation falling, and there is no current air quality alert. It is understood that given these parameters there may be portions of some days that do not meet the conditions of weather permitting since forecasts are generally targeted to a point in time in the day. Going on a walk outside every day allows for children to breath fresh air and strengthen eye muscles. High quality outside times includes time for young children (even infants) to move freely outside of strollers and buggies. Teachers can use this time to talk about nature and science by pointing out animals and plant life. Letting infants and toddlers explore mud, grass or bugs can be such a meaningful experience for children.

Upcoming Professional Development Webinar Opportunities

Session	Date/Time	Description
Curriculum For Infants and Toddlers? Yes!	2/22/2012 12:30—2:30	The implementation of a well-planned, individualized curriculum is a hallmark of high-quality programs. Curriculum is defined simply as what and how to teach it. In this webinar, we will familiarize caregivers with concepts of curriculum and individualization as a means to promote development through intentionally designed learning experiences.
Appropriate Expectations For Infant Toddler Development	3/21/2012 12:30—2:30	The development that occurs from birth to 3 years provides the foundation for subsequent development , proceeding in a predictable sequence, integrated across domains. Infant toddler caregivers need knowledge of development and tools and procedures for observation and assessment of the child as he/she learns and grows and accomplishes established milestones. This workshop looks at general milestones and tools for observation, screening and assessment.

FOCUS on Early Childhood Mental Health

Dealing with Loss and Change

When Alice was three years old, her family moved to a new town. She lost the babysitter who had taken care of her while her parents worked, but they never explained why the babysitter didn't come with them. All of a sudden she wasn't there and Alice didn't know why. Alice reacted the only way she knew how – she refused to speak to her dad for nine months because she blamed him for the move. (This is a true story.) How might Alice's parents have helped her cope with the loss of a beloved babysitter?

Kinds of loss and change: a teacher leaving in the middle of the year, a friend moving away, divorce, move to another town and school, death.

Ways young children express grief:

Emotional shock, often expressed by withdrawal and not showing any feelings

Immature behavior, like needing to be held, difficulty separating from parents

Acting-out behavior, demonstrating the child's internal feelings of anger, fear and helplessness

Asking the same questions repeatedly, like why did this happen, where is so-and-so?

How to help children handle the inevitable losses and changes that are part of life:

Recognize that children will notice the loss/change and don't ignore it.

If you can, explain ahead of time what will happen. This helps children begin to prepare and develop confidence that they can successfully manage grief and loss.

Again, if you can, give children the opportunity to say goodbye—for example, to a teacher who is leaving.

Reassure children that you will continue to love and care for them even while things are changing.

Encourage children to talk about how they feel. This normalizes feelings of sadness, anger, helplessness.

Talk about how change is a normal part of everyday life: for example, children outgrow their clothes, learn to write their names, tie their shoes, ride a bicycle.

Assure children that they are not to blame for what happened and do not lie to them.

Use the opportunity to help children learn new skills, like being flexible and working with others.

Acknowledge and treat children as though you understand that what affects them *is* their business.

Resources

“Helping Children Cope with Loss, Death, and Grief: Tips for Teachers and Parents,” National Association of School Psychologists; <http://tinyurl.com/7lvjge2>

“Helping Children Cope with Separation and Loss,” by Claudia Jewett Jarrati; <http://tinyurl.com/5bsfp2>

“Dealing with Change and Loss,” Partnership for Children; <http://tinyurl.com/7yltyyk>



The Importance of CLASS

The Classroom Assessment Scoring System (CLASS) is an observational tool that provides a common lens and language focused on what matters — the classroom interactions that boost student learning. CLASS focuses on 3 domains that characterize children's classroom experiences: emotional support, classroom organization, and instructional support. Trainings are scheduled to build an in-depth understanding of this observational tool and methods for use, which will ultimately enable directors to effectively evaluate and recommend change. To learn more, visit <http://www.teachstone.org>. Two-day trainings are scheduled in April and May in King of Prussia, Mechanicsburg, Pittsburg and Hazelton. Space is limited and the registration deadline is February 15, so act now and contact your Specialist if you need further information.

Health & Safety News...

From the desk of Anne Dodds, Health & Safety Specialist

Stop Fever Phobia

Many people think fever identifies a child who is ill., but actually, fever is common and rarely harmful in young children. Exercise, environmental conditions, individual variations in baseline body temperature and teething can elevate body temperature. Overheating in a hot environment is the only situation when fever might hurt the body. Normal body temperatures may vary from person to person and from one time of day to another. Some arbitrarily set levels of body temperature are considered above normal: oral temperatures above 101 F. ; auxiliary (armpit) temperatures above 100 F. , or rectal temperatures above 102. *Caring for Our Children*, Standard 3.6.1.1 states that there is no need to exclude from a group care program a child who is older than 6 months of age with a fever and normal behavior. Fever with a stiff neck, lethargy, irritability, or persistent crying requires exclusion from child care and medical professional advice. A medical professional should evaluate a child younger than six months with an unexplained fever. Young infants may not show behavior change with serious illness. So arrange urgent medical attention for any infant less than two months old with a fever. Fever can help fight an infection. Many

adults and some health professionals believe giving fever-reducing medicine to a child with a fever will make the child more comfortable. Sometimes children do become less irritable, drink better and play more actively when medication reduces their fever. Be sure to weigh this benefit against the help fever gives the body to fight an infection. Observe the behavior of a child with fever. Is the child acting normally? Does the child seem ill? Is the child drinking enough to keep up with increased body fluid loss from fever? Giving fever-reducing medications (ibuprofen or acetaminophen) too often or in unsafe doses can be harmful. In a recently reported study, up to half of adults gave an incorrect dose of these medications to children in their care. The child's weight, not age determines the right dose. Always use the right device to measure a specific medication. Don't wake a sleeping child who has a fever to give fever-reducing medicine. Stop using fever reducing medicine as soon as possible. The safety of long-term use of these drugs is not known.

(Adapted from *Managing Infectious Diseases in Child Care and Schools* 2nd edition, 2009, pp. 73-74, CFCO Standard 3.6.2.10 and *AAP News* Vol. 32 No. 3 March 2011, p. 8 with information provided by Dr. Farrar, a former member and Dr. Sullivan, Chair of the American Academy of Pediatrics Section on Clinical Pharmacology and Therapeutics Executive Committee).

Children explore through their senses and the outdoors presents a new world of sights, sounds, smells and tactile experiences.

The Importance of Play

A discussion of children's health can't ignore the benefits of play — benefits that contribute to self-discovery, language skills, fine and gross motor development, creative expression, and social interaction—all important to mental and physical health. Outdoors, children have the opportunity to engage all of the senses, and if properly dressed for the weather, gain additional benefits from time spent outside of the classroom. Remember to separate fact from myth — cold temperatures do not cause colds or make a child more susceptible to respiratory illness. In fact, consider that being confined to the indoors may be the root cause of many illnesses. Exercise, fresh air, opportunity for play outside are important year round for children of every age.

Take Notice

AAP Recommendations state that blankets may be hazardous and use of blankets is not advisable. Read the complete policy statement at <http://pediatrics.aappublications.org/content/early/2011/10/12/peds.2011->



The American Academy of Pediatrics has a revised policy about preventing sleep related deaths. Standards 2.2.0.2, 3.1.4.1, and 3.1.4.2 of the updated, HTML version of *Caring for Our Children* say what should be done. Early childhood programs must change some common practices. For infants in group care settings:

- * Use well-fitted clothing for warmth, NO BLANKETS or soft objects with the infant in the crib because they increase the risk of Sudden Infant Death Syndrome (SIDS.)
- * Avoid overheating. Dress the child

for comfort. At most, dress infants in one more layer of clothing than adults need in the same environment.

- * No swaddling in child care facilities. Swaddling may increase the risk of SIDS and interfere with proper growth of the hip socket.
- * Put infants to sleep in an individual, safe crib. No sleeping in sitting devices (swings, car seats, infant seats etc.) except when the infant sleeps while traveling in a vehicle. Travel times should be brief. Sitting in seats may lower blood oxygen levels of infants.
- * Limit sitting in a high chair or other

equipment that restricts movement indoors or outdoors to no more than 15 minutes. This time can be longer for feeding or while traveling in a vehicle. Infants need to be free to move for fitness.

For more information, read the standards, their rationale and comments. For questions about this topic and other health and safety issues, contact ECELS-Healthy Child Care PA in PA at 800-24-ECELS (2357) or ecels@paaap.org. 1/16/12

. - Susan Aronson, MD, FAAP-ECELS Pediatric Advisor

News For School Age Programs

from the desk of MaryJane Hostetter, School Age Specialist



Kids Who Exercise May Do Better In School: What You Can Do

Everyone recognizes the benefits of physical activity to fight obesity, but studies suggest a link between exercise and school performance.

Research shows a correlation between physical fitness and cognitive abilities and suggests that opportunities for activity during the day may boost self control, avoiding problem behaviors. Moreover, kids who are physically fit may have higher self esteem and better school attendance, avoiding weight related health problems.

A child entering your program may have had only 15 minutes of physical activity in the prior 16 hours. In fact, some research indicates that given sleep schedules, the structure of a school day,

and planned after school activities, a child may have no more than 15-30 minutes per day of opportunity to choose physical activity.

Most school programs allow for gym class only twice per week, which is why it is important to provide and promote the benefits of physical activity in other environments. Regardless of weather concerns, school age programs should provide activities that encourage movement and exercise.

One a daily basis, provide opportunity for physical games, challenges, exercise and dance. Encourage staff to seek space that allows for running, jumping, walking, reaching, stretching, and to be creative in supporting activity that moves kids away

Two recent observation studies in early childhood facilities found that 94% of indoor activity and 56% of outdoor activity is sedentary. Professor Deborah Rohm Young, (University of Maryland) suggests these evidence-based approaches to get children moving:

- Spend more time outside
- Provide more open space per child inside and outdoors
- Schedule shorter, more frequent times outside instead of one longer time
- Use portable equipment such as balls and wheel toys
- Prompt less active children to be more active when outdoors
- Integrate physical activity into the curriculum both indoors and outdoors

(From December 2011 Medscape online continuing education; citations from Brown, *Child Dev.* 2009: 80:45-58 and Nicaise V *Prev Med.* 2011: 53:309-315)

Links To Learning

Check out this series specific to school age programs.

Coming March 31 to Hanover, PA

See www.pakeys.org for information and to register.

A Bad Habit Is Tough To Break...

And a Good Habit Can Be Tough To Start

You've instituted a new procedure/system/class rule...why do the kids need constant reminders to follow through? Research shows that it takes 30-60 days for a routine, rule, behavior to become a habit, so "patience" is the word of the day! Lack of follow-through is most likely not disregard; it's just not yet the habit!

Workgroup Opportunities

Throughout the year, Specialists host workgroups to address timely topics, offer updates, and provide an opportunity to enhance skill through interaction with peers and childcare experts. Upcoming workgroups will focus on the new state mandate for providers to provide additional documentation with final grant expense reports.

Four upcoming opportunities will offer assistance with completion of the new receipt splitting chart.

February 2 — Franklin County Buds of Promise Child Care 9:30-11:30

February 18 — Lancaster & Chester Counties The Family Center at Gap 10:00-11:30

On The Move

Congratulations To Families, Groups and Homes who moved a STAR level in the second quarter of the fiscal year!

STAR 1

Building Blockz Academy of Early Learning
 The Imagination Station
 Christian Youth Ministries
 Wee Care Day School-MC Gym
 Sunshine Christian Daycare and LC
 Creative Young Moments
 Eisenhower CACCC
 Catina Parker
 Kelly Gassert
 LACCC Chambersburg North
 Little Life Enrichment Center Bermudian
 PACE Afterschool Program
 Lori J. Krick FCCH
 Lots of Love Day Care, S. Lehman Street
 LACCC Shippensburg NDC YMCA Before & After School
 East York Elementary
 Yorkshire Elementary
 TRS Home Child Care
 Brenda's Early Sprouts
 NDC B/A School

STAR 2

Wilson College
 Freedom Valley YMCA-Barkley
 Schreiber Pediatrics
 Hoover SACC-Churches Affiliated Child Care

STAR 3

The Goddard School-Mechanicsburg



Kochenderfer's United Methodist Church
 LaPetite Academy
 Central Manor Day Care Center

STAR 4

Imagination Island Learning Center
 Lisa A. Rufalo
 Barbara Tompkins
 Nubiola Salazar
 Bright Beginnings Child Care
 Donna's Kids
 Westtown Children's Academy
 The Early Learning Center

STAR 4A

Kindred Spirits Cindra Bowers FCCH
 Delynn Bickle

Welcome To STARS

Cura Bella, E.F. Smith Kids Club, Jackson Kids Club, Capital Presbyterian Church SACC, Shelli's Country Kids, Katlun's Country Kids, ACL's Bright Star's Academy, A Child's Place Day Care Center, Sakia Sanders, Nicole Broadhead, Covenant Youth Enrichment SVC, Acsa's Daycare, Patricia Segarra, Small Steps Daycare Center, Eric Ross, Chambersburg YMCA at South Hamilton, Diamond Street Early Education Center, Learning Center at Filey's, Michele Stine, Munchkin Meadow Preschool, Children In Bloom Child Care, Aa To Zz Child Care and Learning, Helping Hand Children's Center, Jennifer Rhone, Sara Lindemuth SACC, Retiki's Open Arms, Discovery Kids Childcare Center.

Renovation Complete!

News Around The Key —

Have you seen the South Central Regional Key's updated website? When you log in to the PA Keys website, notice the tabs at the left of the home page and take a minute to click on the South Central Regional Key. Wow! News about Professional Development, links to books and resources to promote CQI and child development, news about our STARS partners, information about TA and special projects, and more. News is regularly updated, so make this a regular stop to see the latest from the Key.



“If nobody’s following, you’re not leading.”

A Resolution For The New Year

Time to take inventory. Time to think about your child care organization and your style for achieving success. Are you a manager or a leader? While a manager is important for problem-solving and maintaining the status quo, a leader effects change through inspiration and motivation. Continued quality improvements happen incrementally as you and staff recognize and accept long term benefits. While managers adopt passive

attitudes towards goals, leaders promote ideas rather than reacting to current situations, providing a vision that alters the way people think. Leaders develop new approaches and focus people on shared ideals, raising their expectations and taking them in new directions. No matter your STAR level, think about improvements and then consider the steps to make changes. Share your vision with staff and parents and excite

the potential for success.

Effective leadership involves others in meeting objectives and will inspire their efforts and creativity in meeting goals. Communicate your vision, not once, but as a constant reminder of the goal. Consider prioritizing your efforts to inspire others to use their creativity and expertise to change and grow. It’s the “why” that excites...not the “how” and “when”.

And The Winner Is.....

In the past quarter, contests gave families and providers an opportunity to win prizes and gain recognition. Congratulations to Calvary Kids of Dauphin County, winner of the contest to learn about STARS. Of the many entries received, the winning family correctly solved the fun contests and challenges and the center received a gift bag with over 75 resources, supplies and gift cards for center use. The family was pleased to receive books, art supplies, sensory toys and a “party in a bag” complete with invitations and props.

Last fall’s lottery for renewing Family Child Care providers netted 4 winners in first and second quarter. In a random drawing, they each received \$100 worth of resources, valuable assets for their child care homes.



Sharing Success

1 + 1 = Two STAR 4’s

Fifteen years ago when Pamela Prowell left York’s Early Learning Center for Good Shepherd, STARS was last on her mind. After all, she was leaving a comfortable work environment and close relationships with co-workers. But after all of these years, once again Pamela has found herself working with old friends and peers at ELC...and it’s because of STARS! As both sites worked to attain STAR 4 over the past year, Pam and ELC Director Cathy Rentzel found that mutual cooperation fostered perseverance. And today? Thanks to hard work, attention to detail and peer support, both sites achieved their STAR 4 goal.

Both directors cited career lattice as their biggest challenge in moving up the STARS ladder, but neither let it become a barrier. Finding motivation within to improve, Pam set an example for staff as they watched her methodically complete work to attain a Masters Degree. Her stable, steady, long term staff eventually let go of reluctance to further education when several completed an Associates Degree and a few more, a CDA. And was it worth it? Pam appreciates that they bring up-to-date knowledge to the job and is heartened to see their new sense of empowerment as they move from “babysitter” to “professionals”.

Director Cathy Rentzel is proud of her recently achieved STAR 4, thankful for help and support that she received along the way. Like Pam, her concerns about career lattice were addressed with the help of TA who counseled her and individual staff to meet career potential. She credits this assistance with instilling pride and a “can do” attitude in staff who at this point in their career were reluctant to return to a formal school environment. Specialized TA addressed ERS areas for the school age portion of her program, directing the site to maximize space and resources to integrate enrichment with play.

But perhaps the biggest source of support and assistance was found in the “whole team” approach that each adopted, drawing all available supports to work towards a shared objective. A STARS Specialist, CAECTI technical assistance, specialized school age TA, and the strength of a child care community bonded to promote benefits for kids. “We share a common goal, and we’re all in this to benefit children, so if we can work together and help each other, why would we not want to do that?” asks, Ms. Prowell. Disregarding any sense of competition, the two women are role models for child care at large, demonstrated the successes than can be realized when the focus stays on kids.



Keystone STARS
 South Central Regional Key
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We'd like to hear from you. . .

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Asst. Director, CAECTI Barb Willier (717) 233-0148
Adams/York Specialist Erica Heller x287
Adams/Franklin Specialist Christina Ford x299
Lancaster/Chester County Shelley Candy x294
Chester County Specialist Marcy Trubey x233
Cumberland/Franklin Specialist Tara Miller x291
Dauphin Specialist Sally Melder x289
Home-Based/Center Specialist Jennifer DeStephano x292
Home-Based Specialist/Designator Tammy Maskulyak x290
Home-Based/Center Specialist Teresa Sampson x238
Corporate -All Counties Specialist Bill Dodds x288
Lancaster/Lebanon Specialist Heidi Keene x231
Community Partner Specialist Stephanie Spitz x300
Recruitment Specialist & Designator Dorsey Blaine x293
Health & Safety Specialist Anne Dodds x239
School-Age Specialist Mary Jane Hostetter x250
Program Assistant Stephanie Mundorf x225
Administrative Assistant Gretchen Knuth x252
Infant/Toddler Specialist Sara Bossley x224
Grant Assistant Lisa Zortman x286

Ask Twinkles!

What is the Voucher Program and will it pay for my college courses?

Vouchers are available to qualifying staff at all STARS participating sites, Family Child Care, Groups and Centers. Complete information and applications are available on the PAKeys website which explain that vouchers are available to reimburse 90% tuition, up to \$3,000 per year, no more than \$500 per credit. Tuition must be for AA, BA, BS or Masters degree programs leading to a degree in Early Childhood Education, or EI ED or Recreation for School Age Programs, and voucher applicants must be PA residents employed at least 20 hours per week. Vouchers are also available for CDA Assessments fees.

Although funds are limited, you may apply for vouchers at any time before the last day of class. Reimbursement is dependent upon attainment of a Grade B or above and proof of course completion and grade must be submitted with your voucher no later than 30 days after course completion.

For complete information, visit www.pakeys.org. Look for the Career Development tab, Financial Assistance.

The Facility Professional Development Plan (FPDP) is once again available for online entry. The window period for entry ends on March 15, 2012. **Remember**, online registration is a Keystone STARS requirement for all STAR facilities.

AND

Remember to make a paper copy of your entry before you close out. It is the hard copy you will show us at designation.