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# TECTA TIMES

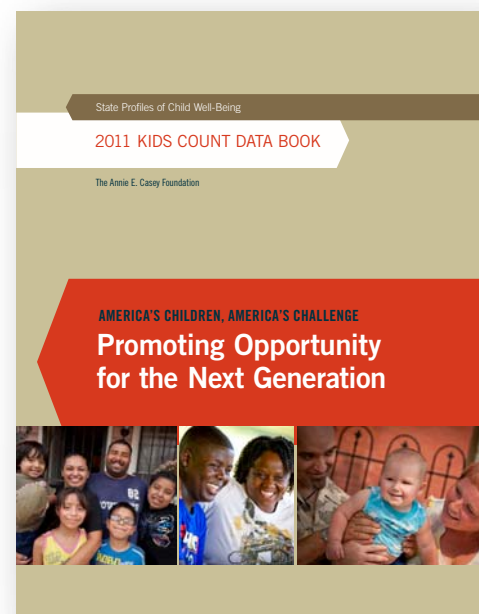
Volume 4, Issue 2

## Annual Kids Count Report Addresses National Issues

By Cheri Lindsley

Every year, the Annie E. Casey Foundation publishes the *Kids Count Data Book*. This annual document gives valuable insight into national issues impacting children as well as specifics on how Tennessee fares in comparison to other states.

The *2011 Kids Count Data Book* verifies that nationally, the number of low-income children continued to climb to 31 million in 2009. In 2010, 11 percent of children nationally had an unemployed parent. That percentage is reflected in Tennessee. This lack of stable income impacts the family's ability to provide healthy food choices, secure housing, quality child care and health care as well as develop assets for building a future. The Casey Foundation supports several two-generation strategies to promote success for America's children; they are to "help parents put their families on a path to economic success, and enhance children's social, emotional, cognitive, and physical development from birth."



The Annual 2011 Kids Count Report can be viewed in its entirety on [www.kidscount.org](http://www.kidscount.org). Photo: [www.datacenter.kidscount.org](http://www.datacenter.kidscount.org).

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This second strategy is the business of early childhood education. In Tennessee, the Early Childhood Community as a whole has come together on many fronts to support the well being of all our children. But we still have much to accomplish. With one unified voice, we need to convey clear and consistent messages. It is the development of the child as a whole being that claims our commitment – not just cognitive or school-readiness skills but a professional consensus that acknowledges the impact of social and emotional development and the role that approaches to learning play in promoting a commitment to lifelong learning. The evidence and research are clear: children benefit from and learn through hands-on, minds-on early

*Continued on page 2 ...*

## Declarations from the Director

By Katari Coleman, PhD

In March of this year the federal government made a decision to cut funding allocated to state governments for Temporary Assistance to Needy Families (TANF). Programs under the auspices of Child Care Services in the state of Tennessee were affected. The sign of the economic times left Tennessee, nationally known for its impressive support for Child Care Services, in a state of alarm. Though the outcomes were unnerving, programs that are supported and governed by the Department of Human Services put their heads together and worked with diligence to maintain the core supports child care providers need to provide quality child care to the children of Tennessee.

TECTA received a significant budget cut which equated to loss of 25% of staff and elimination of some services. Unfortunately about 40% of TECTA's client base will not receive service on the same level available to them for the last 3-4 years. TECTA, as well as other child care service programs, is carefully documenting the effects of less funding, as well as searching for funding sources to retain some of the services that were affected.



Dr. Katari  
Coleman,  
TECTA  
Statewide  
Program  
Director

TECTA believes in the importance of quality training and education of all early childhood professionals and will work relentlessly to provide superior services to our client base.

As the Statewide Program Director I would like to take this opportunity to extend a sincere thank you to the many TECTA cheerleaders, without your words of admiration our reputation would not be so stellar. I believe our state leadership from the Department of Human Services is committed to quality child care supports for providers, and most importantly, the children of Tennessee. If you have any questions, concerns or comments about the present state of TECTA please contact me directly at [kcoleman14@tnstate.edu](mailto:kcoleman14@tnstate.edu) or 615-277-1657.

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### Annual Kids Count Report Addresses National Issues, continued

experiences. These play-based intentional experiences in quality settings with responsive teachers will serve to fortify our children with resiliency and driving curiosity that compels learning through discovery and over-all well being that is evident through physical, mental, and emotional health.

The report acknowledges that our youngest children suffer the greatest impact of family financial instability. The stresses and related financial insecurities of losing and failing to quickly replace sources of income hinder optimal development. "At age four, children who live in very low-income families are 18 months behind the developmental norm for their age, and by age 10, the gap is still present." However, multiple studies have documented that quality early childhood experiences

help narrow that gap. In fact, not only does high quality early childhood services support development in all domains, they positively impact later school completion rates and economic stability. It could be argued that consistently striving to impact the level of quality of care for all children is the most important strategy in addressing on-going effects of poverty and financial insecurity. Comprehensive early care and learning should also support and encourage parents in issues related to caring for their young children.

"Children who are nurtured and well cared for in the first five years have better social-emotional, language, and learning outcomes. These, in turn, lead to more positive behavior and academic achievement in the early school years."

## CSEFEL or Pyramid Model: New Name, Consistent Quality Content

By Evelyn Hale

Team Tennessee is celebrating a successful four-year partnership with the National Center on the Social and Emotional Foundations for Early Learning (CSEFEL), 2008 – 20011. Although funding for the national center has ended, Team Tennessee is committed to the continuation of Pyramid Model Implementation in early childhood programs across Tennessee in these ways:

- Information about Pyramid model practices, tools and implementation is available through Voluntary Pre-K Consultants, CCR&R training and TA, T.O.P.S.T.A.R., Higher Ed courses at universities and community colleges, and TECTA Orientation
- TA for demonstration and implementation sites provided by Team TN Coordinators
- Preschool Modules I – III adapted for use in K-1 setting; materials to be piloted during 2011-12
- Continuation of training and TA on *Positive Solutions for Families* material adapted by Team TN Leadership Group, designed to promote family engagement in early childhood programs

- A new documentary film that tells the story of teachers and coaches who have experienced the successes and powerful effects of implementing the Pyramid Model; the film is designed for use in facilitated presentations and training sessions with programs working toward Pyramid Model implementation
- CSEFEL Infant/Toddler Modules adapted for use by home visitors developed in collaboration between TN Department of Education/TEIS and Team TN Leadership Group
- Team TN news, Pyramid Model training calendar, online support for demonstration and implementation site coaches and much more available on the new Team TN website: <http://teamtn.tnvoices.org/>
- CSEFEL Pyramid Model training materials and tools remain available at: <http://csefel.vanderbilt.edu/> and <http://www.challengingbehavior.org/>
- Continuation of the Team Tennessee collaborative partnership

### TECTA by the Numbers

Students enrolled in Orientation for Fall 2011:	898
Academic course seats supported Fall 2011:	1008
CDAs awarded July 2011 – December 2011:	130
Students enrolled in the TECTPAC Academy:	19

### New Features in The TECTA Times

You might notice some changes to TECTA Times. Some things have remained consistent while some items are new. One addition is the Print and Post bulletins designed to be used on program boards for families and staff. This edition features bulletins on Mealtime Matters. The design is the creative work of Celeste Lindsey from the Center of Excellence for Learning Sciences at Tennessee State University. Do you have ideas you'd like to see included in Print and Post bulletins? Email suggestions and comments to Cheri Lindsley at [clindsley@tnstate.edu](mailto:clindsley@tnstate.edu).



## Expanded Safe Sleep Guidelines

By Cheri Lindsley

In October 2011, The American Academy of Pediatrics (AAP) expanded the guidelines for infant safe sleep. For years, the recommendations have included always placing babies on their back for sleeping, keeping soft materials out of the crib, not smoking around babies, and offering a pacifier at sleep times.

Now, three new recommendations have been added. The first is promotion and support of breastfeeding. The association with reduced risk of SIDS is one more factor in advocating for breastfeeding as the best choice for babies. Secondly, infants should be immunized. Evidence indicates that immunization lowers the risk of

SIDS by 50 percent. The third recommendation is that bumper pads not be used in cribs. They present greater risks than are warranted by any marginal benefits.

Early childhood programs should take every precaution to provide safe sleep settings for infants and well supervised tummy time for play. Tummy time helps strengthen muscles and minimizes the possibility of positional plagiocephaly (flat heads). It also allows the baby opportunities to play and explore toys and books placed nearby.

More information can be accessed at [www.aap.org](http://www.aap.org) and [www.healthychildren.org/safesleep](http://www.healthychildren.org/safesleep).

## New Federal Crib Standards

Right: The Consumer Product Safety Commission has released new crib standards for child care settings.

This handy resource guide can be downloaded at <http://www.cpsc.gov/cpscpub/pubs/5023.pdf>.

Additional resource material regarding cribs can also be located at [www.cpsc.gov](http://www.cpsc.gov)



[www.cpsc.gov](http://www.cpsc.gov)

### Child Care Providers Your Guide to New Crib Standards

Beginning **December 28, 2012**, any crib provided by child care facilities and family child care homes must meet new and improved federal safety standards. The new standards take effect for manufacturers, retailers, importers and distributors on **June 28, 2011**, addressing deadly hazards previously seen with traditional drop-side rails, requiring more durable hardware and parts and mandating more rigorous testing.

#### What you should know...

- This is more than a drop side issue. Immobilizing your current crib will not make it compliant.
- You cannot determine compliance by looking at the product.
- The new standards apply to all full-size and non full-size cribs including wood, metal and stackable cribs.
- If you purchase a crib prior to the June 28, 2011 effective date and you are unsure it meets the new federal standard, CPSC recommends that you verify the crib meets the standard by asking for proof.
  - o Ask the manufacturer, retailer, importer or distributor to show a Certificate of Compliance. The document must:
    - Describe the product
    - Give name, full mailing address and telephone number for importer or domestic manufacturer
    - Identify the rule for which it complies (16 CFR 1219 or 1220)
    - Give name, full mailing address, email address and telephone number for the records keeper and location of testing lab
    - Give date and location of manufacture and testing
  - o The crib must also have a label attached with the date of manufacture

#### What you should do...

- All child care facilities, family child care homes, and places of public accommodation:
  - o Must prepare to replace their current cribs with new, compliant cribs before December 28, 2012.
  - o Should not resell, donate or give away a crib that does not meet the new crib standards.
- Dispose of older, noncompliant cribs in a manner that the cribs cannot be reassembled and used.
- Noncompliant cribs should not be resold through online auction sites or donated to local thrift stores. CPSC recommends disassembling the crib before discarding it.



## Winter and Children Go Together

By Cheri Lindsley



Winter isn't a dead season outside, just dormant. There's still plenty to explore and discover. Start by celebrating the weather rather than dreading it. Ask families to donate old

rain boots as their children outgrow them. A collection of rain boots will increase the likelihood of getting outside on damp Tennessee winter days. Remind families to dress for mess, dress for play and dress for the weather. Keep some extra coats and mittens handy to share if needed. A large paper doll posted on the parent board appropriately dressed for the day might remind parents to bring in sun hats in summer or gloves in winter.

Even if time spent outside is shorter than other seasons, children benefit from the fresh air and opportunity to be active and loud. While outside, initiate meaningful conversations with children about the weather and seasonal changes. Talk about how things have changed since summer and fall and about how cold weather allows the earth to rest and get ready for spring.

In early winter weeks, bulbs can still be planted, and fall leaves are great for composting to use in spring gardens. Spread straw to protect tender early spring plants. Plant pansies and decorative cabbages. Order seed catalogs to add to your book or science center or place them in

your outdoor reading area. Create and construct together with the children a greenhouse covering to protect plants during the coldest nights.

Other winter activities that work with young children include:

- ❖ Place containers of water out to observe and see if they freeze. Experiment with different widths and depths and placement locations. Make predictions and chart the findings.
- ❖ Collect data about days that don't require a coat, coat days and days when hats and gloves are required in addition to coats.
- ❖ Read books about hibernating animals and talk about what animals might be asleep under the playground.
- ❖ Celebrate snow. Snow in Tennessee presents magical moments for young children. Make the most of them. Be outside in the snow, bring the snow inside, talk about snow memories and read the snow classics. Be flexible enough to make the most of snow opportunities when they come.
- ❖ Take scream breaks. Even a few moments outside to run and scream will positively impact the rest of the inside-bound day.

Nature and outdoor experiences are good for children year round. Every day presents new experiences and opportunities for discovery. Make the most of each one!

## Re-use, Re-purpose, Re-cycle Old Cribs

As programs and providers look at replacing all old cribs with new ones that meet the federal safety standards, here are some things to consider:

- Plan now for how all cribs will be replaced before the December 2012 deadline.
- Budget accordingly. Increase buying power by joining with other programs to access the best price break.



Get creative in maximizing the potential of those old cribs. The mattresses create great cozy areas and floor seating options. The plexiglass can be used to create wall-hung easels or picture guards. The rails could become art-drying racks. Use the sides to create a flowerbed outside. Get your creative juices flowing by googling "uses for old cribs."

Check out the ideas presented at: <http://consignmentmommies.com/BlogRetrieve.aspx?>

# Mealtimes Matter At Home



A large part of our lives focus on the preparation and eating of food.

When families come together for a meal, children benefit.

The kitchen table may be the most important place in a home.

## Recipe for Family Mealtimes

- Dash of patience
- Smidgen of imagination
- Cup of involvement: give everyone a job, working together is more fun and teaches responsibility
- Cup of conversation: talk about the day, tell stories that share family values and culture

## Tips for Memory Making Meals:

- Turn off the TV
- Eat at the table, not in family room
- Take time to talk and laugh

## Benefits of Family Mealtimes:

- promote social and emotional health
- encourage healthy eating habits
- support academic success skills: focus, turn-taking, application of new content



# Mealtimes Matter

## In Child Care



Meals and snacks should be appropriate for the ages and abilities of the children in care.

Consider these basic questions:

- Are the foods safe?
- Are they prepped and served in a safe manner?
- Is the meal or snack well balanced?

### Teachable moments

Talk about why a clean table and clean hands matter. (health education)

Involve the children in mealtime preparation and cleanup. (math concepts, self-help skills)

Consider family-style dining. (fine motor skills, visual-spatial development, turn-taking and cooperation)

Model manners (social skill development)

Initiate and respond to conversations regarding the day's events and topics of interest to the children (memory and recall, concept development, verbal skills)

### Mealtime Supervision

Be prepared for the expected and unexpected. Collect in advance any supplies you might need and organize for quick access. Whether you use a handheld caddy, rolling cart or a small prep table, having those extra napkins, spoons, wipes and milk gathered and in close reach prevents a lot of problems.

Sit and talk with the children while you eat. This isn't a test time. Rather than drilling them on the colors of their foods, try having a conversation. Talk about whatever they're interested in.

The key concept is to keep your focus on the children while they are eating.

## TECTA Site Spotlights: Austin Peay State University, Chattanooga State Community College, and Dyersburg State Community College



Austin Peay State University TECTA Staff: Jennifer Jackson, Claudia Rodriguez, Lisa Maddox-Vinson, and Linda Sitton

### Chattanooga State Community College

Chattanooga State Community College was one of the first sites to pilot the TECTA program in 1993 and is still going strong. Thanks to the TECTA staff and their dedication to the students, Chattanooga State has one of the highest early childhood education completion rates in Tennessee.



Dyersburg State Community College TECTA Staff: Michelle Ciapponi, Donna Hunter, Kelly Tivey, and Teresa Smalley

### Austin Peay State University

The Austin Peay State University TECTA site is very proud to have provided the seed funds and staff to start and develop Two Rivers Association for the Education of Young Children. This professional organization is the 12<sup>th</sup> affiliate to the state organization TAEYC, regional SECA and NAEYC.



Chattanooga State Community College TECTA Staff: Mariel Ramsey, Brenda Langston, Rebecca Daniel, and Charlotte Hubert

### Dyersburg State Community College

The Dyersburg State Community College TECTA site is located on the Gibson County Campus in Trenton, Tennessee. The site provides services to 17 counties in West Tennessee. Although the program received budget cuts this fiscal year, the staff continues to provide services with an upbeat attitude. The site staffing hours have been reduced for each staff member; however, the office remains open Monday – Friday with someone on site each day of the week.

Information contributed by Linda Sitton (APSU), Brenda Langston (ChSCC), and Kelly Tivey (DSCC).



## Provider Profile: Annette Bishop



Annette Bishop is Owner of Ms. Nette's Child Care in Ethridge, Tennessee.

By Debbie Simpson

Annette Bishop is a true leader in the field of family child care. I met Annette years ago at a TECTA orientation class. Very soon after that, I saw her in a college class. I knew immediately that she had so much to offer others. She encourages other providers to attain the next level, whether that is moving on to college coursework with TECTA's assistance, or pursuing national accreditation, or the CDA. She is always willing to jump in and assist when called upon, and I doubt she has ever missed one of her local conferences.

After graduating from Summertown High School in 1984, Annette began providing care for children in their homes. After that she worked at various child care centers in Alabama and Tennessee. Annette's father encouraged her to open her own licensed family child care business in his home where Annette was living at the time. After completing all licensing expectations, Ms. Nette's Child Care opened in November 1992. Today, Annette's program is licensed as a group child care home where she still enjoys working with her mother.

While developing a love for family child care and the children in her care, Annette had the opportunity to attend a 30-hour orientation through TECTA (Tennessee Early Childhood Training Alliance) in 2000. "This introduced me to many ideas that would enhance the learning abilities of each age-group and how to implement them into my program. I have maintained a three star rating since the state mandated assessment has been in place."

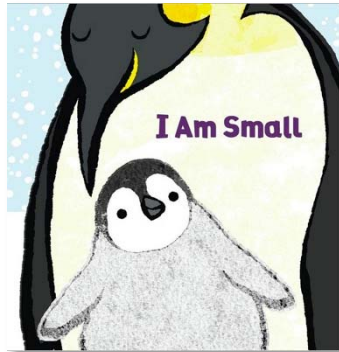
Currently, Annette is a member of TFCCA. "Being a member of this organization has allowed me to become a T.O.P.S.T.A.R. Mentor for home child care providers across the southeast region. While enjoying the benefits of the organization, I was introduced to NAFCC. The wonderful people I work with encouraged me to work toward accreditation through NAFCC." Since May 2007, Ms. Nette's Child Care has been an accredited home child care facility. "Currently, TECTA is offering me the opportunity to further my Early Childhood Education at Columbia State Community College where I obtained an Early Childhood Certificate in December 2008 and the Family Child Care CDA Credential in 2009." The next step on the career ladder is the AS Degree in Early Childhood which will be completed Fall 2012. In September 2010 Annette participated in the pilot program for the Tennessee Infant/Toddler Credential. She has mentored other providers who have shown interest in family child care accreditation. She is a member of TAEYC where she received the FCC Scholarship for Conference in 2007.

Annette and her husband, Finley, have been married for 17 years and have two sons, Lucas(10) and Levi(8). She has lived in Lawrence Co. her entire life and says that she is blessed to have a very large extended family who are very close and supportive of each other. Annette's spare time consists of church and family get-togethers. The University of Tennessee Volunteers also provide lots of excitement for her family. "I credit my dad for innumerable lessons he taught. He helped me develop toughness for business while still maintaining a "genuine kind of love" for the people around me."

## TECTA Recommends...

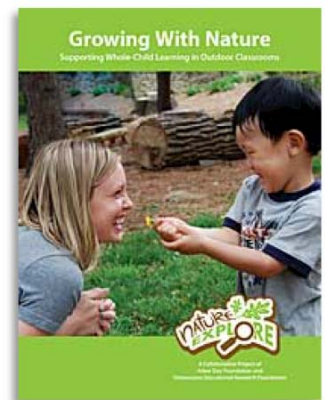
### I Am Small by Emma Dodd

*I Am Small* by Emma Dodd is a touching story of a little penguin who understands how little he is but isn't overwhelmed by the very big world surrounding him. His confidence in the love of someone big gives him the assurance he needs that he matters and is important. This simple and beautifully illustrated book will be a favorite with toddlers and preschoolers alike. Also powerful in its use as a training tool with adults, this tale reminds us of the value of relationships and how important it is that every child have someone to love and care for him.



### Growing With Nature: Supporting Whole-Child Learning in Outdoor Classrooms from Nature Explore

*Growing With Nature: Supporting Whole-Child Learning in Outdoor Classrooms* is the newest publication from Nature Explore. This resource is reasonably priced at 19.99 and includes a treasure trove of full color pictures, research, inspiration and teacher shared experiences. The book presents curriculum ideas for every domain of learning. It is a welcome resource for those interested in connecting children with nature in authentic and meaningful ways.



## Have you seen these?

### Free Membership in HighScope



HighScope has a free membership that provides a quarterly newsletter, Extensions, with multiple resources coordinated around a central concept. The current issue addresses use of sign language in preschool settings. Members can access back issues of Extensions as well as other free

resources. Join the HighScope Membership Association at [www.highscope.org](http://www.highscope.org)

### New Research from the Children in Nature Network, Collage, and Exchange Everyday

Children and Nature Network released Research and Studies: Volume 5 in November 2011. This annotated bibliography is available for free download at [www.childrenandnature.org](http://www.childrenandnature.org). All research referenced was published 2009-2011 and addresses either benefits to children from contact with nature or children's experience of nature.

Community Playthings has established a reputation for developing quality teacher resources. One example is their newsletter, Collage. The current issue addresses ways to make classroom aesthetically pleasing. Collage can be accessed at [www.communityplaythings.com](http://www.communityplaythings.com).

Exchange EveryDay is a daily email service of Child Care Information Exchange. Sign up at [www.childcareexchange.com](http://www.childcareexchange.com).

## CONFERENCE CALL

Mark your calendars for these upcoming conferences.

Southern Early Childhood Association (SECA)  
**63<sup>rd</sup> Annual Conference**

*Laying the Foundation for Lifelong Learning*

Hyatt Regency San Antonio

San Antonio, Texas

**February 2-4, 2012**

[www.southernearlychildhood.org](http://www.southernearlychildhood.org)

Appalachian Association for the Education of  
Young Children (AAEYC)

**Head to Toe Infant Toddler Institute**

Northeast State Community College

Blountville, Tennessee

**March 2-3, 2012**

Tennessee Commission on Children and  
Youth (TCCY)

**Child Advocacy Days**

Nashville, Tennessee

**March 13-14, 2012**

South Central Association for the Education of  
Young Children (SCAEYC)

**Spring Conference**

Location: TBA

**March 17, 2012**

Tennessee Family Child Care  
Alliance (TFCCA)

**20<sup>th</sup> Annual State Conference**

Airport Marriot

Nashville, Tennessee

**March 30-31, 2012**

[www.tfcca.homestead.com](http://www.tfcca.homestead.com)

Nashville Area Association for the Education  
of Young Children (NAAEYC)

**ECE Conference**

Woodmont Baptist Church

Nashville, Tennessee

**April 20-21, 2012**

[www.naaeyc.aol](http://www.naaeyc.aol)

**“The First Five” Coming  
Together for Our Children**

Roane State Community College

Oak Ridge, Tennessee

**May 18-19, 2012**

Two Rivers Association for the Education of  
Young Children (TRAEYC)

**Joining Ranks and Combining Forces**

Clarksville, Tennessee

**June 1-2, 2012**

National Association for the Education of  
Young Children (NAEYC)

**National Institute for Early Childhood  
Professional Development**

Indianapolis, Indiana

**June 10-13, 2012**

[www.naeyc.org](http://www.naeyc.org)

Tennessee Early Childhood Training  
Alliance (TECTA)

**Fourth Annual Summer Research Institute**

*Ethics in Educating Young Children:*

*Are you the best that you can be for ALL  
children and families?*

Tennessee State University,

Avon Williams Campus

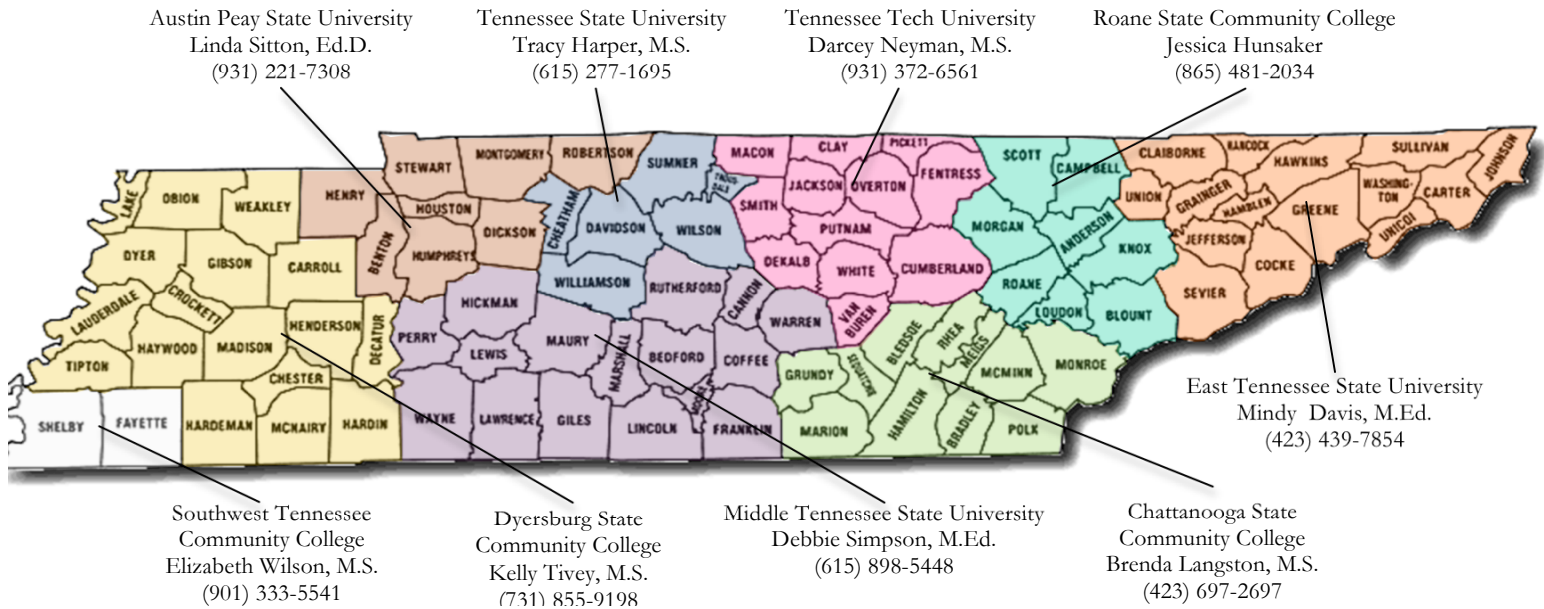
Nashville, Tennessee

**June 16, 2012**

[www.tecta.info](http://www.tecta.info)



## CONTACT THE TECTA SITE IN YOUR REGION FOR MORE INFORMATION



The TECTA program is funded through a contract with the Tennessee Department of Human Services and the Center of Excellence for Learning Sciences at Tennessee State University.



### Tennessee Early Childhood Training Alliance

**Vision Statement:**  
To provide professional development that nurtures the growth of individuals in a community of learners through an articulated statewide higher education system, resulting in the highest quality early childhood experiences for all of Tennessee's children.

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