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2002

Issue No. 72

Professional Development: The Cornerstone for Trust and Empowerment

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Traci Hefner, a Head Start Fellow from the Class of 2000–2001, is the guest editor for this issue of the Head Start Bulletin.

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Professional Development: The Cornerstone for Trust and Empowerment

By Traci A. Hefner

Nearly a million families throughout the country place an enormous amount of trust in the staff of Head Start each year. They trust that their children are in a safe and developmentally appropriate environment. They share their hopes, dreams, and hardships with us. They open up their homes and divulge a wealth of personal information. We ask a litany of questions ranging from education, to medical histories, to family dynamics. Often, we delve into the most sensitive aspects of their lives. We intervene in crisis, provide families with resources, and teach their children. All of this requires an inherent level of trust by our families. Moreover, our families trust that staff has the expertise and professionalism to work effectively with their children, and to assist parents with their goals and needs. It is imperative, therefore, that we maintain this trust by supporting the professional development of staff, so they can provide the quality services Head Start children and families deserve.

Professional development not only augments trust levels and expertise, it can motivate staff to become more informed, more creative, and more intuitive. This results not only in the exponential growth of staff but also in the empowerment of the families we serve.

This issue of the Bulletin focuses on professional development for all staff. Teachers are currently a primary focus of development due to congressional mandates. Head Start also takes a proactive stance on enhancing the qualifications and professionalism of family service workers, managers, and directors. Several avenues for professional development are discussed in the following articles, which provide information on collaborations, professional mentoring, family service worker credentials, senior early childhood associates, and fellowship programs.

Professional development will generate positive outcomes on a variety of programmatic levels. Specifically, professional development is a catalyst to—

- Empower staff and, in turn, families
- Enhance self-esteem
- Increase staff and family trust
- Create a positive work environment
- Increase productivity
- Improve the quality of services
- Decrease staff turnover

A win-win situation results when programs focus on professional development. The future of Head Start depends upon family trust and staff empowerment. With these elements as our cornerstones, we can collectively achieve a more promising tomorrow.

Traci Hefner was a 2000–2001 Head Start Fellow with the Head Start Bureau in Washington, D.C.

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Strategies for Building Partnerships with Academic Institutions

By Ruth Ann Ball

A challenge lies before Head Start directors and academic institutions. The challenge is to build a partnership that will serve both the academic institutions and the Head Start agency staff who want to complete a degree in early childhood by the year 2003.

A sense of pride will develop within Head Start staff members as they work toward the goal of earning an academic degree as mandated by the reauthorization of the Head Start Act in 1998. As staff members work towards a degree, they will benefit from the support of all those with whom they interact, including family members, colleagues, parents, the director and supervisors at the Head Start agency, and the institutions of higher learning where staff members enroll for classes.

Structure of an Academic Institution

To form a partnership with an academic institution, it helps to understand something about its structure. The mission of most, if not all, two-year colleges and four-year colleges and universities is to serve the students and the community in which they are located. Two-year colleges can be flexible with programming and are more than willing to go into the community with courses. Partnerships between a Head Start agency and a local two-year college are natural. Both are community-based and both are concerned with quality. The Head Start Program has a Policy Council, whereas the two-year college has a Board of Regents who approve courses and faculty hiring. Academic officers in the two-year colleges have policies to follow according to a national accrediting body.

Many early childhood programs in two-year colleges are small, with only one full-time and several part-time faculty members. Instructors are required by State Boards of Regents to meet class size ratios and their institution's policies and procedures. Program procedures must conform to standards that protect the student, faculty, and children against liability in laboratory settings. Since application of theory learned in class is important to learning how

to effectively interact with children, laboratory experiences may be required of students. Sometimes, instructors travel to observe students working at their place of employment, but many may find it difficult due to the cost of travel and time away from campus. Instructors in higher education institutions are challenged to use a variety of teaching and instructional strategies to meet the variety of learning styles of students.

Early childhood programs in four-year universities have the same structure but have tighter schedules due to the number of students who live on or close to the campus. Early childhood teacher education programs must also meet the guidelines of national and state teacher education entities.

Strategies to Enable Building Partnerships

Clearly, academic institutions provide important training for Head Start programs, but Head Start programs can also offer valuable services to the academic institution.

If, for example, a Head Start education coordinator meets the academic requirements for teaching at the two-year college level, the coordinator may be able to teach a class at the community college. If so, the salary can be negotiated between the college and agency.

Since observation of children in a campus laboratory setting is usually required by the two-year colleges and four-year colleges and universities, another way to build connections is by offering an internship for college students at the Head Start program while Head Start staff members work at the laboratory on campus. This gives everyone an opportunity to work in different settings. The opportunity to observe other early care and education settings is a valuable aspect of growth as a professional. Observing other teachers and seeing other environments stretches teachers to grow in their teacher/ child interactions and helps them learn about the breadth of the field. Head Start staff will also have an opportunity to be role models for fellow students, and other students will learn about Head Start.

Set up a meeting with an advocate at your local college or university and ask him or her to invite a coordinator, dean, or provost to meet with you to discuss your agency's needs for academic training. Invite them to serve on your Head Start Policy Council and offer to serve on the College's Advisory Board. Discuss the policies and procedures of the college regarding funding, billing processes, and requirements for faculty. Listen and share issues and perceptions to enable both entities to gain an understanding of the needs of the Head Start staff. Tradition can inhibit change; therefore, keep asking, be patient, and remember that the mission of colleges and universities is to serve the students and community.

Head Start Supervisors and Directors Support from

Once partnerships with academic institutions are formed, Head Start directors and supervisors can support staff in other ways, such as—

- Providing career counseling to help staff members evaluate their career aspirations
- Contacting the institution of higher learning to learn about enrollment procedures, financial aid availability, and class schedules
- Helping staff members find substitutes if classes are at times when children are in their care
- Providing resources to help pay for tuition, books, and fees
- Supporting group study time
- Building the literacy of the whole staff by providing opportunities to write reports, anecdotal observation records, and IEPs for the children
- Giving time off (paid or unpaid) when school assignments are due
- Providing literacy training as a part of staff in-service meetings. Literacy training is a critical aspect of achieving success as you work toward an academic degree. A tenth-grade reading level is expected when a student enters college; therefore, additional

- classes and tutoring may be necessary for some
- Identifying staff members who are near completion of a degree and helping them complete the process. Staff can serve as role models for other staff
- Celebrating the completion of courses, credentials, and degrees

Other Support

ACCESS, the national professional organization for early childhood teacher education at two-year colleges, is eager to support the effort of Head Start staff all across the country to achieve the goal of completing an academic degree by 2003. For information, contact Ruth Ann Ball, Senior Program Development Specialist, at (405) 799-6383 or raball@ou.edu, or visit the Web site at <http://www.accessce.org> or <http://www.cccpd.org>.

Head Start staff who want to complete a public school teaching credential may contact the National Association of Early Childhood Teacher Educators (NAECTE) through Leah Adams, President. Family and consumer science programs in four-year land grant universities are also available to share information regarding family and child development programs.

Ruth Ann Ball is the Senior Program Development Specialist and former President of ACCESS, Oklahoma's Early Childhood Professional Development Team, University of Oklahoma, Center for Early Childhood Professional Development, College of Continuing Education. She can be reached at T: 405-799-6383; E: raball@ou.edu.

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Achieving Associate Degrees: Working with Community Colleges and Head Start Staff

By Bruce R. Stam

Working with the Community College

- Identify a college that offers the degree that would most benefit your agency. (It might not be the closest one, and some agencies have little choice.) Community colleges offer three types of associate degrees. The A.A. degree tends to be a transfer degree and may have very few early childhood classes. The A.S. and the A.A.S. degrees normally will have a higher percentage of early childhood classes. All these degrees could transfer to a baccalaureate institution.
- Ask if the associate degree that your employees will earn can be transferred to a baccalaureate institution, and which one(s). I suggest that you only contract with a community college that has a viable transfer agreement with a four-year institution. Then find out exactly how it transfers. My caution here is to be very careful.
- Contract for credit classes, not simply "training." Too often there is no way for the college to give credit for "training," and therefore it does not help the employee earn a degree.
- Ask if there is a way to incorporate the CDA into the degree; there should be a way, so persist. Normally the college should award eight to twelve credits for the CDA.
- Even if half of your staff members already have associate degrees, start working on the rest.
- The community college may be able to provide you with two types of contracts. One, the agency pays the full cost of instruction, or two, the agency pays individual tuition per student. The number of students taking the class determines which method is the least expensive for the agency.
- Early childhood education programs often have limited staff and resources. Please keep this in mind when working with these programs. Nevertheless, it is reasonable to

ask for classes to be scheduled at the Head Start agency office in the evenings, weekly during in-service time, or in an intensive format.

Assessing Your Staff

- Many of your staff members have never taken college classes, and they will have some fear and anxiety. Until they have taken a few classes and achieved success, they will need someone to assist them with registration, textbooks, reading a class schedule, etc.
- Find out what classes or credits your staff members already have; include general education classes such as math and English.
- Have each staff member take the college placement test.
- Some staff members may have to take remedial reading, writing, and math. Most degrees are offered only in the English language, and some employees may have to take English language classes before college classes.
- Develop a plan for each employee and a system to track each employee's progress.
- Many of your staff members will be taking two classes per term to achieve the goal. This is very strenuous. Find ways to lessen their workload so they can concentrate on earning their degree.

Expectations of Your Staff

- Develop clear expectations in terms of class attendance and final grades, and communicate them to the staff.
- Some students will receive an Incomplete as the final grade, which means that they are missing an assignment. Develop a policy as to how long they have to rectify this situation. I suggest two weeks, but it could be longer if there are health problems or other personal concerns.
- Colleges cannot give out attendance and grade information to anyone other than the student, unless the student signs a waiver. Let the staff know that since the agency is paying for the class, the student must sign this waiver. (Also, work with the community college on this.)
- Many of your employees will be the first in their families to earn a college degree and may face criticism or resentment from family members. Develop ways to support all your employees who are working towards college degrees.

Bruce R. Stam is the ECE Program Chair and President of ACCESS, Chemeketa Community College, Salem, Oregon. T: 503-399-6071; E: stam@chemeketa.edu.

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College Tips for Head Start Staff

By Marcia A. Manter

TIP #1 Take time to make your decision.

College is a big investment in time, energy, and dollars. Recognize that you are making a personal investment. You are going to college for "yourself," not to keep a job, fulfill an expectation that someone else has for you, or to make someone proud of you. It is important to be honest with yourself— you want to attend college for yourself and you believe that you are going to get something out of the experience and education that will benefit you the rest of your life.

TIP #2 Take time to look ahead in your life.

What kind of a job do you want to have in five years? Do you see yourself as a "career person?" Do you plan to stay in the field of early care and education? Do you intend to stay in your present community for the next few years? Then ask the big question: "What will a college education do for me to increase the quality of my work life and the quality of my personal life in the years ahead?" Once you have that answer, you are ready to decide about going to college.

TIP # 3 Ask yourself, "How prepared am I to go to college?"

Look at your attitude and feelings. Are you hesitant about going to college? Do you have reactions based on experiences you had five years ago? Or twenty years ago? Did someone tell you that you're not "college material?" Remember, you are a different person today and will have different experiences as a student. Most adults who return to school find studying easier.

TIP #4 Be honest with yourself about your study skills.

This may sound simple, but really, study skills are skills. If we don't use them for a while, they fade. If we haven't had good coaches, our skills may remain untapped.

To tackle college courses, you need to be able to do several things— read complex books and articles, present ideas clearly and logically, write papers that make sense and are grammatically correct, and use math. Do not let this scare you. There's help from several sources. Take a series of assessment tests to determine which skills you need to strengthen. Find out if the college has courses in study skills. Ask the college about tutors. Find ways at work and home to increase the amount of reading you do. Offer to make short presentations for your work team or your church. Write out your ideas before presenting them.

TIP #5 Learn as much as you can about the different types of college options.

In today's world of higher education, students have more choices than ever. And the choice you make will depend on your own learning style and your personal life demands. Some of the options include—

- Area Technical Colleges
- Community Colleges
- State Universities
- Private Colleges and Universities
- Correspondence Classes

TIP #6 Take a tour of the colleges you are interested in attending.

Plan to walk around the campus, have lunch at the student union, pick up catalogues and brochures that describe the student services, and drop in on the career management office or the registration office to ask questions.

TIP #7 Take advantage of all the support the college has to offer before you enroll.

Each college has advisors and counselors who can answer your questions, and even give you information you didn't know you needed, such as—

- Career guidance
- Assistance in locating financial aid and scholarships
- Ways to plan your course schedule to fit your personal needs
- Information about different courses and requirements for degrees
- Ways to boost skills (like math) before you take college-level courses

TIP #8 Make a career plan for yourself.

List your career and job goals. What kinds of jobs do you want? Where do you want to be working? What kinds of payoffs do you want— salary, benefits, quality of work life? Take this plan to the college counselor and ask for help in putting your college plan into a bigger life plan.

TIP #9

Every time you hear yourself saying, "This is too much work! Why, I'll be thirty (forty, fifty, sixty, or seventy) years old before I'm finished with college," remember that you are going to be that old anyway. Why not have the college education you have dreamed about when you get to that great advanced age?

TIP #10 Gather a strong support team around you—a college cheerleading squad.

Most of us need "study buddies," and some colleges even make that a part of the program. Find a role model or mentor—someone who will set the standard and give you advice. All of these wonderful folks will make reaching your goals a breeze!

Marcia A. Manter is the Professional Development Specialist, Community Development Institute, Region VII Head Start Quality Improvement Center. She can be reached at T: 816-

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Making the Most of Quality Improvement Funds: Lessons Learned

By Deitra L. Nealy-Shane

As part of an effort to increase the benefits children and families receive from Head Start, over \$120 million in quality improvement funds—\$40 million in FY 1999, \$80 million in FY 2000—have been made available to Head Start and Early Head Start programs as part of their base funding to improve the training and qualifications of classroom teachers. These funds assist in implementing a new mandate in the 1998 Head Start Act reauthorization that requires, by September 30, 2003, that at least half of all Head Start teachers in center-based programs have an associate, bachelor's, or advanced degree in early childhood education, or a degree in a related field with pre-school teaching experience.

How Funds Are Allocated

Programs vary considerably in the numbers of their teachers who have a degree that meets the new mandate. While all programs receive quality improvement funding to be used to improve teacher training, qualifications, and compensation tied to enhanced credentials, grantees that have fewer teachers with degrees will receive larger allocations.

Funds are allocated according to a formula using the number of their teachers with college degrees reported by grantees in the June 1998 Program Information Report (PIR). Specifically, each grantee is allocated—

- \$1,300 for each teacher employed by the grantee who, as of June 1998, did not have either a college degree in early childhood education or a degree in a related field with a state certificate; and
- \$300 for each teacher reported in the June 1998 PIR who already has either an early childhood education degree or a degree in a related field with a state certificate. This recognizes the need to provide training and/or salary enhancement opportunities to all teachers, including those who already meet the statutory requirements.

How These Funds Can Be Used

These funds can be used to—

- Pay for courses that lead to appropriate degrees, including tuition, fees, and materials;
- Raise the teacher–supervisor credentials to degree status;
- Support teachers in completing courses and degrees, by providing transportation, release time, and substitutes;
- Increase teacher compensation tied to achievement of associate, bachelor's or advanced degrees, and/or recruit and retain individuals who have attained a degree; and
- Provide additional training to teachers who already have qualifying degrees.

Creating a Grantee Plan

Each grantee assesses current staff and develops a plan to use these funds to best meet the needs of its program. In addition to describing how the initial increase would be used, the plan highlights how quality improvement funds will be used to increase the program's percentage of teachers with qualifying degrees over a five-year period. Grantees identify strategies to increase access to training and provide higher compensation. If a grantee's circumstances change, a revised plan is submitted to the Regional Office.

Suggested Strategies

The following are strategies that have been successful for some grantees in increasing the number of teachers with college degrees:

Develop a comprehensive plan

- Designate a task force with representation from staff, parents, management, and community partners to assess the agency's needs, articulate the vision, formulate strategies, and track progress.
- Assess the number of staff who hold appropriate degrees and current levels of participation in courses and degree programs, as well as the progress of other staff towards gaining a degree (i.e., numbers of courses and/or credits in degree programs).
- Set annual goals for increasing the numbers of teachers with degrees and track staff's progress towards completing courses.
- Meet with staff members to find out what supports they need to help them earn their degrees.
- Review compensation rates and modify as needed.
- Conduct exit interviews or surveys of staff who have left or are planning to leave Head Start for other employment. Find out what factors attracted them to work for Head Start and what could have persuaded them to stay, such as compensation, benefits, and training opportunities.

Work to build linkages among training, courses, and degrees

- Work with local higher education institutions to ensure that CDA training is linked to academic credit; that course credits accumulate to degrees; and that credits or courses from two-year degrees can be used towards four-year degrees.

Create supports so that staff can succeed in earning degrees

- Ensure that all staff members are informed about opportunities to apply for Federal Student Aid and other forms of financial assistance. Information and application forms for Federal Student Aid, including Pell Grants and the Perkins Loan Program, may be obtained by calling 1-800-433-3243.
- Organize support networks for students pursuing degrees so that they assist each other academically and personally.
- If no local higher education programs are available, consider distance learning degree programs.
- Recognize, in visible and creative ways, staff who make progress in earning degrees.

Develop partnerships with higher education institutions and other Head Start and early childhood programs to improve opportunities for staff to earn degrees

- Meet with local colleges and universities to discuss new partnership opportunities.
- Focus on goals such as establishing new courses or degree programs, making training accessible through on-site classes or other means, devising strategies to help staff succeed in general education courses, and providing degree opportunities for Head Start parents.
- Explore the use of work-study students to work with Head Start as community service placements. This could allow Head Start teaching staff time to attend classes.
- Convene other local early childhood and child care program managers to explore collaborative efforts to expand training, career opportunities, access to college degrees, compensation, and public recognition for staff who work with young children.
- Take advantage of opportunities to join forces with other Head Start and early childhood programs to create a larger group of potential students and revenue for higher education courses and programs.
- Use state Head Start Associations, Collaboration Offices, Quality Improvement Centers and existing early childhood career development initiatives to negotiate for resources and higher education degree programs at the state level.

With increased funding, a working plan, and a lot of encouragement and support, every member of the Head Start team will be able to meet the challenge of obtaining a college degree. Head Start cannot do it alone, but with continued cooperation and collaboration between the early childhood and higher education communities, the 2003 goal is definitely within our reach!

Deitra L. Nealy-Shane was a 2000-2001 Head Start Fellow with the Head Start Bureau in Washington, D.C.



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Head Start Higher Education Partnerships

By Henry M. Doan

The overall goal of Head Start is to ensure that children of low-income families who are reaching the end of the preschool period and entering school are ready for school success. To accomplish this goal, Head Start provides comprehensive services to these children and families. Head Start enhances children's physical, intellectual, social, and emotional development. It supports parents in their efforts to fulfill their parental roles and provides for their involvement in the implementation of the Head Start program. Head Start also focuses on strengthening community supports for families with young children while they are working toward employment and self-sufficiency.

In an attempt to ensure high quality services to children and their families, Head Start has conducted many demonstration projects, provided grantees with training and technical assistance, and given grantees funds to implement their own training efforts. For example, Head Start supported the creation of the Child Development Associate (CDA) credential designed for early childhood development teaching staff, implemented the Head Start Teaching Centers, and developed other innovative projects. Thus, ongoing professional development has long been an integral component of Head Start. Following the 1998 reauthorization of the Head Start Act, the Head Start Bureau (HSB) focused more specifically on training that is linked to college credit and the reduction or elimination of barriers to degree programs.

In keeping with the Head Start tradition of creating innovative programs of working with low-income children and their families, the HSB launched its Higher Education Partnerships to expand professional development opportunities for Head Start staff and parents. The HSB currently promotes higher education and academic partnerships in a variety of ways, such as by making \$80 million in quality improvement funds available to all Head Start and Early Head Start grantees for such purposes as course fees, books, transportation, tutors, release

time, substitute teachers, child care, and higher compensation related to increased credentials (per the Information Memorandum of January 10, 2000). The regional Quality Improvement Centers also play a role in fostering partnerships with institutions of higher education. The Higher Education Partnerships focus specifically on partnerships with Historically Black Colleges and Universities, institutions of higher education serving a majority of Hispanic/Latino students, and Tribally controlled land grant colleges and universities.

Tribal Colleges and Universities

In 1999, the HSB provided three-year grants to six Tribal colleges and universities (TCUs) to develop educational models for providing academic training to Head Start program staff. An additional seven grants were funded in 2000 to (1) develop education models; (2) develop models for culture and language preservation; and (3) develop technological models, such as distance learning models. Through this initiative, program staff, parents, and community residents are attending academic courses leading to college degrees. Three additional institutions were recently awarded the fiscal year 2001 partnership grant, bringing the total number of participants in the TCU partnership consortium to 16.

The TCU grant recipients are—

1999-2002 Institutions

Stone Child College
State: MT
ACF Region: VIII

Ft. Peck Community College
State: MT
ACF Region: VIII

College of Menominee Nation
State: WI
ACF Region: V

Northwest Indian College
State: WA
ACF Region: X

Sitting Bull College
State: ND
ACF Region: VIII

Leech Lake Tribal College
State: MN
ACF Region: V

2000-2003 Institutions State ACF Region

Bay Mills Community College
State: WI
ACF Region: V

Oglala Lakota College
State: SD
ACF Region: VIII

Southwestern Indian Polytechnic Institute

State: NM
ACF Region: VI

Blackfeet Community College
State: MT
ACF Region: VIII

Dull Knife Memorial College
State: MT
ACF Region: VIII

Fort Belknap College
State: MT
ACF Region: VIII

Little Big Horn College
State: MT
ACF Region: VIII

2001-2006 Institutions

Salish Kootenai College
State: MT
ACF Region: VIII

Sinte Gleska University
State: SD
ACF Region: VIII

Fond du Lac Tribal & Community College
State: MN
ACF Region: V

Higher Education Hispanic/Latino Services Partnerships

The Head Start Program Information Report (PIR) reveals that Hispanic/ Latino children are the second largest minority group enrolled in Head Start. In 2000, the HSB undertook a new initiative involving institutions of higher education that serve a large percentage of Hispanic/ Latino students. Fiscal Year 2000 grants were provided to seven such institutions (HSIs) to (1) develop educational models;(2) develop models for culture and language preservation; and (3) develop technological models, in partnership with Head Start programs. They also provide training to Head Start staff in pursuit of academic degrees. Fiscal year 2001 grants were recently awarded to five additional institutions, bringing the total number of partnering institutions involved in this initiative to 12.

The HIS grantees are—

2000-2004 Institutions

Portland Community College
State: OR
ACF Region: X

Fresno City College
State: CA
ACF Region: IX

CSU Bakersfield
State: CA
ACF Region: IX

CSU Northridge
State: CA
ACF Region: IX

CSU San Marcos
State: CA
ACF Region: IX

Aims Community College
State: CO
ACF Region: VIII

UT Pan American
State: TX
ACF Region: VI

2001-2005 Institutions

Hartnell Community College
State: CA
ACF Region: IX

Yosemite Community College District/Modesto Junior College
State: CA
ACF Region: IX

Bronx Community College
State: NY
ACF Region: II

UT San Antonio
State: TX
ACF Region: VI

Michigan State University
State: MI
ACF Region: V

Historically Black Colleges and Universities

Head Start has been partnering with Historically Black Colleges and Universities (HBCUs) since 1990. Under the Head Start Higher Education Partnerships program, launched in 1997, there are 32 grants with HBCUs to develop working models to assist local Head Start programs in a variety of ways, including enhancing educational opportunities for Head Start staff and parents and providing specialized training in such key areas as substance abuse and mental health.

Current HBCU grantees are—

1997-2001 Institutions

SC State University
State: SC

ACF Region: IV

Cheyney University of PA

State: PA

ACF Region: III

Texas Southern University

State: TX

ACF Region: VII

North Carolina Central University

State: NC

ACF Region: IV

Kentucky State University

State: KY

ACF Region: IV

Howard University

State: DC

ACF Region: III

Tennessee State University

State: TN

ACF Region: IV

Jackson State University

State: MS

ACF Region: IV

1998-2002 Institutions

Delaware State University

State: DE

ACF Region: III

University of DC

State: DC

ACF Region: III

University of MD Eastern Shore

State: MD

ACF Region: III

Florida A&M University

State: FL

ACF Region: IV

Shaw University

State: NC

ACF Region: IV

Norfolk State University

State: VA

ACF Region: III

Hampton University

State: VA

ACF Region: III

1999-2003 Institutions

Howard University

State: DC

ACF Region: III

Southern University and A&M College

State: LA

ACF Region: VI

H. Council Trenholm State Technical College

State: AL

ACF Region: IV

Bluefield State College

State: WV

ACF Region: III

Kentucky State University

State: KY

ACF Region: IV

Dillard University

State: LA

ACF Region: VI

2000-2004 Institutions

Harris Stowe State College

State: MO

ACF Region: VII

Kentucky State University

State: KY

ACF Region: IV

North Carolina Central University

State: NC

ACF Region: IV

Southern University and A&M College

State: LA

ACF Region: VI

Texas Southern University

State: TX

ACF Region: VI

University of DC

State: DC

ACF Region: III

University of AR at Pine Bluff

State: AR

ACF Region: IX

2001-2005 Institutions

Albany State University

State: GA

ACF Region: IV

Cheyney University of PA

State: PA

ACF Region: III

Alabama A&M University

State: AL

ACF Region: IV

Spelman College

State: GA

ACF Region: IV

Together, there are 60 grants involved in the Head Start Higher Education Partnerships. Through these efforts, the HSB hopes to increase educational opportunities for Head Start staff and parents, and develop model partnerships that can be replicated in communities across the nation.

Dr. Henry M. Doan is a Senior Social Analyst and the Program Manager for the Higher Education Partnership Initiative grants. He can be reached at T: 202-260-2667; E: .

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Higher Education Faculty Initiative

The Early Childhood Higher Education Faculty Initiative is a unique partnership among Wheelock College, Pacific Oaks College, and ACCESS (American Associate Degree Early Childhood Educators), in collaboration with Bank Street College and Erikson Institute. The Initiative objectives will challenge and support teams of faculty in higher education to—

- Enhance the quality of higher education programs serving Head Start teachers, administrators, and other early childhood and child care programs, including the reviewing and revising curriculum; developing new strategies, pedagogical models, and materials; and ensuring that the content and coursework translate into enhanced Head Start teaching.
- Improve access and remove barriers to higher education programs for Head Start, Early Head Start, and other early childhood providers, including supporting adult students from a range of cultural, economic, and linguistic communities; developing an institutional commitment to hiring a diverse faculty; and utilizing methods to provide effective learning experiences for faculty.
- Create new connections that will institutionalize these advances as part of a permanent infrastructure, including bringing the context of Head Start to institutions; strengthening structures that enhance articulation and communication among colleges and associations; linking the initiative to career development systems; and building on existing infrastructures.

The impetus for this initiative was the ambitious and challenging degree requirement mandated by the 1998 reauthorization of the Head Start Act. The degree mandate requires that, by September 30, 2003, fifty percent of all Head Start teachers in center-based programs nationwide must have an associate, baccalaureate, or advanced degree in early childhood education, or a degree in a related field with preschool teaching experience. The mandate marks another milestone in Head Start's long tradition of striving to improve the quality of

services for young children and their families, and reinforces the program's commitment to educational and career advancement for all staff members.

There are faculty members who are educational champions on every college campus. These faculty members are willing to take the necessary time to encourage students, help them find their voice, and build confidence in their abilities as students. Faculty members continue to be academic leaders, mentors, and resources to countless students and professionals. The Early Childhood Higher Education Faculty Initiative proposes to connect the efforts of these faculty members at two- and four-year institutions for the benefit of students. It proposes to support them to be change agents at their home institutions, leading to a wave of accessibility and success for potential students in colleges and universities throughout the country.

The Initiative recognizes the challenges that face today's institutions of higher education. Current trends in the field of early care and education have created a real and urgent need to ensure that higher education institutions and faculty are prepared to meet the needs of a diverse group of adult learners. They need assistance to remove complex systemic barriers, including lack of articulation agreements between programs and institutions, conflicts between work and class times, and inaccessibility of student services.

Many other significant issues that affect higher education will be addressed by this Initiative. There is growing concern about the content of higher education degree programs in early childhood education. Areas such as infant/toddler curriculum, for example, are minimally included in most college curricula. Another issue relates to inclusion and culturally responsive practices. Given the changing demographics of this country and who the families are in early childhood programs, there needs to be expanded focus on this content.

Finally, the Institutes will explore who is the faculty of institutions of higher education. Are they representative of the students and the children and families in early childhood programs? Recent studies indicate that faculty are largely from the mainstream, with those of color joining the ranks as adjunct and part-time faculty members (*Preparing the Workforce*, Early and Winton, 2001). The Initiative is proposing to challenge current understanding of the implications of this situation on effective teacher preparation.

Over the life of the Initiative, nine cohorts of ten three-member faculty scholar teams from two- and four-year colleges and universities will be engaged to examine the content, pedagogy, and structures of early childhood higher education programs. These teams will be community-based and diverse geographically, culturally, and linguistically. To achieve its goal of enhancing the capacity of faculty members from two- and four-year colleges to assist Head Start, child care, and early childhood teachers to successfully complete associate and bachelors degrees, the Initiative incorporates the following strategies—

- Hosting three, five-day institutes at a working retreat site
- Bringing together 30 participants (10 teams) to attend these institutes
- Establishing on-line chat rooms and distance education between each session of the institute
- Offering mini-grants to participating institutions to support building early childhood programming in their regions or states

It is estimated that, over the next five years, approximately 100 institutions of higher education will be directly affected by faculty participation in the Early Childhood Higher Education Faculty Initiative. Other two- and four-year colleges and universities will be affected at the state level through shared dialogue about the institute content with faculty scholars participating in the Initiative. The first (pilot) institute was conducted at the Bolger

Center in Potomac, Maryland, in the spring of 2001. Ten faculty teams from across the United States and Puerto Rico participated in the event. These were selected from a pool of 50 applications representing over 30 institutions of higher education and 150 individual faculty scholars. The initial session exposed scholars to current trends and research in brain development, language acquisition, culturally responsive teaching methodology, and adult learning. This institute represented the beginning of a five-year process to address systemic change in the development of degreed early childhood professionals.

Two additional institutes were held in the fall of 2001. One consisted of faculty scholar teams that represented institutions within the Head Start Regions IV and VI; the second represented institutions from across the United States.

One goal of the Early Childhood Higher Education Faculty Initiative is to individualize the format to meet the needs of both faculty scholars and the student population. The national institutes will address this goal, as will special focused institutes convened as appropriate. In trying a variety of formats, we are looking to provide a stronger opportunity for networking and collaborative follow-up efforts within geographic regions of the country.

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Building Articulation Bridges to Support Degree Attainment

By Carol Brunson Day and Deborah Jordan

Right now, early childhood professionals face a variety of barriers as they pursue higher education degrees. Articulation is one of the most important barriers. In attempting to move smoothly from training and credentialing to associate's and bachelor's degrees, most practitioners find the lack of shared standards and linkages—the lack of bridges between institutions—means that they need to repeat training and course work, a costly and wasteful proposition. Moreover, where counseling and support for continued advancement through training are lacking, movement toward college degrees is further limited.

At the same time that the Congress is mandating some important new professional development advances for Head Start, it is providing a prime opportunity to make higher education more responsive to the needs of the field. Head Start's requirement to increase the numbers of teachers with degrees in early childhood education can be used to build support for services that encourage early care and education personnel to pursue degrees. In addition, it can be used to muster support for forging articulation agreements to provide continuity and accessibility for the swelling ranks of adult learners.

Here are six "shoulds" to support more effective linkages with college degree programs and ease the way to degree attainment—

1. *Wherever Child Development Associate (CDA) credential training is provided, it should be offered for college credits that can be used to transfer into degree programs. CDAs who did not receive college credits while they were in training should request post-secondary institutions to grant credits for prior learning after obtaining the credential. Both Pacific Oaks College in California and the University of Oklahoma grant credits for the CDA.*

2. *College administrators and faculty should identify and eliminate articulation barriers*

between two- and four-year degree programs, with state and local policymakers contributing to the discussions where needed. The discussions may need to be ongoing as college programs and student populations change, and should include addressing problems that stem from inconsistencies in course titles and names of degree programs.

3. *Two-year institutions should build mechanisms to support early care and education students to meet the general education requirements of the degree program.* Institutions should consider alternative approaches that are grounded in the realities of the work and life experiences of these students, and that will allow them to successfully demonstrate mastery of the general content and skill areas.

4. *Two-year institutions with no existing form of early childhood career preparation should develop a degree track program and build within it preparation for the CDA credential.* So many entry-level classroom and home-based practitioners choose CDA as their first professional milestone that colleges are finding that CDA programs provide solid content grounding for their degree track curriculum, as well as serving as an attractive student recruitment strategy.

5. *The ongoing discussion of training needs in the early childhood community should be a collaborative, community-based exercise.* All stakeholders in the service delivery and training communities—including major institutions such as child care resource and referral agencies (CCR&Rs), and constituent groups such as parents—bring important perspectives, issues, problems, and solutions to the ongoing dialogue.

6. *Programs and CDA candidates who purchase training should choose institutions that offer credit-bearing training.* Cooperative agreements should be developed between non-degree granting organizations that are delivering high quality and accessible training and degree granting institutions.

In the years ahead, career development groups will have a vital role to play in making the connection between the CDA and degree programs in higher education institutions. The higher education subcommittees of many career development groups are already tackling articulation barriers. If they collaborate with Head Start on making inroads on this and other key higher education issues, the whole field will benefit by increasing the ability of colleges to recruit and retain adult learners, increasing practitioners' salaries and retention rates, advancing to the next step on the career lattice, and building early childhood careers.

Carol Brunson Day is the President/CEO of the Council for Professional Recognition, and Deborah Jordan is the Deputy Director of the Council for Professional Recognition. They can be reached at 800-424-4310 or 202-265-9090.



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Learning and Growing Together:

A Training Model for the 21st Century
 Wheelock College Institute for Leadership and Career Initiatives

As the 21st century begins, the Head Start community is working hard to improve program quality, serve more children, and provide more full-day, full-year services for families who are employed or moving from welfare to work. One important way to maintain outstanding programs is to provide high quality, cost-effective training that enables staff to support the healthy emotional, physical, social, and cognitive development of children. The Head Start Bureau has identified collaborative efforts in early childhood training and career development—"professional development partnerships"—as a major strategy for helping programs deliver such training.

The formation of professional development partnerships is essential to meeting the requirements set forth by the Head Start reauthorization of 1998. The reauthorization's degree mandate makes it more important than ever for Head Start to reach out to other segments of the early childhood community to share expertise, open communication channels, forge working relationships, and pool professional development resources. Partnerships that involve higher education institutions, Head Start, child care, community training organizations, and others help to create pathways to higher education degrees for staff. When communication channels are open and these partners work together, members of the field are able to attain college credit for community training and have those college credits accepted in degree programs.

In 1997, the Bureau's belief in the promise that the partnership model holds for the field led it to join with Wheelock College Institute for Leadership and Career Initiatives in Boston. Together they produced *Learning and Growing Together: Head Start and Child Care Professional Development Partnerships*, a 168-page resource guide. Research findings from this project indicate that Head Start has much to contribute to and much to gain from working

with other programs, leaders, and providers serving young children and their families. There are substantial benefits to members of the early childhood system joining forces, including—

- Better use of limited training resources
- Better quality training for more staff
- More coherent career development pathways across programs
- More effective efforts to improve public policies, funding, and opportunities in higher education for early childhood professionals

In the pages that follow, we profile six professional development partnerships, and offer tips on developing partnerships in other communities.

Clearly, the ability to learn and grow together in the years ahead will be the key to supporting the early childhood work force, enabling providers to support working families and protect and prepare children for the future.

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Tips on How to Form a Professional Development Partnership

Identify Stakeholders

- Find out which other early childhood organizations have training needs in the community.
- List all the institutions and organizations that are sources of training.
- Identify the funders of training.

Develop Relationships

- Join boards and committees in the community to build relationships that later can be developed into partnerships or collaborations.
- Expand your organization's board or committees to include a wider range of members from the early childhood community.
- Hold a collaborative training conference, which may be the seed for more formal and continuing training initiatives. It is relatively easy to plan and promote; there are often a variety of collaborators willing to contribute resources; and it affords an excellent opportunity to build partnerships that can continue to flourish.

Find Common Ground/Build Trust

- Invite all stakeholders to come together to share information about their programs and get to know each other.
- Be sure the convener is trusted and viewed as legitimate among the stakeholders, not seen as a competitor trying to seize control.

- After the "getting to know you" stage, begin to explore training needs and work together to find mutually beneficial solutions.

Achieve Results

- Work together on something practical that can achieve concrete, visible outcomes. Groups that focus on achieving "small wins" during all phases of their collaboration set in motion forces that favor more small wins. When a solution is put in place, the next solvable problem often becomes more visible, new allies bring innovative solutions with them, old opponents change their habits, and additional resources are mobilized.

The above was first printed in the Center for Career Development in Early Care and Education's report, Learning and Growing Together: Head Start Child Care Professional Development Partnerships.

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The Benefits of Professional Development Partnerships

In interviewing representatives from professional development programs, we discovered that professional development partnerships enable participants to—

- Identify new allies, strengths, and solutions
- Develop in-depth understanding of the needs, goals, missions, and values of others serving children and families
- Utilize limited resources more effectively
- Provide higher quality, more accessible training
- Reduce isolation
- Build relationships that lay the groundwork for deeper collaboration
- Enhance collaboration on behalf of children and families throughout the entire community—going beyond initial professional development goals (e.g., creating parent resource libraries, community-wide health fairs, developmental screening)
- Influence policies and systems that affect young children, due to the broader representation of partners at the table
- Achieve greater success in tackling complex issues (e.g., increased compensation linked with increased training, articulation of college courses and community training initiatives, training in multiple languages, and use of distance learning technology)



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U.S. Department of Health and Human Services * Administration for Children and Families
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2002

Issue No. 72

A Look at Six Professional Development Partnerships

Adapted from Learning and Growing Together: Head Start and Child Care Professional Development Partnerships, Wheelock College Institute for Leadership and Career Initiatives

Learning and Growing Together has many examples of successful and innovative programs in which participants have, with investments of substantial time and energy, navigated the pathways to partnership to achieve shared professional development goals. In the pages that follow, we take a brief look at six such partnerships.

West Virginia Apprenticeship for Child Development Specialist

The purpose of the Apprenticeship for Child Development Specialist (ACDS) program in West Virginia is to promote highly skilled, confident, early childhood employees; quality early childhood classrooms; and informed, supportive, early childhood professionals. With an apprenticeship focus, the program requires 4,000 hours of on-the-job training under supervision and four semesters of related course work and assignments. Staff from Head Start, child care, and public school programs all participate in the program.

Primary partners in this effort include the West Virginia State Office of the Bureau of Apprenticeship and Training; the U.S. Department of Labor; the Bureau of Vocational, Technical, and Adult Education; the West Virginia Department of Education; the Head Start Bureau; and local vocational schools and higher education institutions. Funding for the program comes from several public and private sources, including the Department of Health and Human Resources, Head Start agencies, and apprenticeship fees. Fees are per apprentice, per semester and may be paid by the apprentice, the employer, or shared by both.

A few major successes of the program include—

- Those who complete the program meet the requirements of the nationally recognized Child Development Specialist Credential from the U.S. Department of Labor and have done the preparatory work to be able to submit their portfolios for the CDA credential.

(For more information on the U.S. Department of Labor's Apprenticeship Program, contact your regional Bureau of Apprenticeship and Training, or call the BAT at the U. S. Department of Labor at 202-219-5921.)

- The Head Start Bureau recognizes that individuals who complete the ACDS requirements and receive the state-awarded certificate for preschool teachers meet the qualifications for Head Start classroom teachers with a credential equal to the CDA.
- Articulation agreements now exist between the ACDS program and a number of community and technical colleges. These agreements allow students who continue their educations to apply credits already earned from ACDS toward the total number required for an associate's degree.
- Employers increase apprentices' wages after they complete the ACDS program.

Along the pathways to collaboration, partners in this effort have learned the importance of having one person in the county who coordinates the work necessary for program implementation and follow-through. Partners have also grown to understand the importance of establishing strong local councils to ensure continuity of the program within the county. They have experienced the reality of collaborative partners who share the work, the responsibility, and the rewards of a successful effort.

For more information on the West Virginia Apprenticeship for Child Development Specialist program, contact Suzi Brodof at T: 304-529-7603, F: 304-523-2678, E-mail: suziLB@aol.com.

Texas Head Start-State Collaboration Office

The mission of the Texas Head Start-State Collaboration Office (THSSCO) Career Development System is to promote excellence in early childhood programs for all children and their families through the development of a comprehensive, coordinated, statewide career development system for all occupational roles and levels in the early care and education system. Over the past 10 years, the THSSCO has played a leadership role in forging partnerships between Head Start and State programs on behalf of economically disadvantaged children and families.

The THSSCO conducts its work through a task force comprised of over 130 diverse representatives from around the State who provide input and guidance into the processes of the project. The group includes parents, legislators, State agency staff, teachers, Texas Head Start Association board members, Head Start staff, higher education representatives and faculty, community college instructors, private consultants, and others who work with young children.

Major Accomplishments

The THSSCO's task force and staff have worked steadily to achieve the goals of the project and can report several key accomplishments, including—

- In 1993, a subgroup of the task force developed a three-pronged framework for the career development system. The framework incorporates professional standards for roles and training, coordinated and articulated training, and a personnel registry and credentialing system.

- In 1995-96, the THSSCO Task Force developed legislative recommendations that resulted in the State legislature passing House Bill 1863. This bill created an interagency work group on early care and education programs to study the need for, design of, and potential funding for a statewide training and certification system for providers.
- The THSSCO works with the Texas Workforce Commission (TWC), which provided approximately \$880,000 through annual Interagency Agreements to THSSCO over the

first ten years to enhance statewide training and technical assistance partnership initiatives for Head Start, child care, and public school pre-kindergarten. A portion of this financial support has been used for the implementation of the early care and education career development system for Texas.

- The Career Development Initiative has worked with the Higher Education Community to establish links among CDA, one-year technical certificates, associate's degrees, and bachelor's degrees. In 1998 and 1999, their efforts resulted in the articulation of coursework from CDA to local community college one-year certificates and associate's degrees. Students entering community college with a CDA now receive six semester credit hours for their CDA. All of the courses that a student takes to receive a local one-year technical certificate count toward the completion of semester credit hours for an associate's degree. The Higher Education Coordinating Board approved Child Development as a "field of study," so that twelve to fifteen semester credits from an associate's degree articulates to a bachelor's degree program. The twelve credits have the prefix of "TECA," which stands for Texas Early Childhood Articulation.
- On January 8, 2000, the State Board for Professional Educator Certification (SBEC) approved a new teacher certification for children three-years-old to fourth grade. This effort marks the completion of two years of work with the SBEC Advisory Committee to convince them of the need for a certificate for teachers working with young children.
- A Higher Education Symposium conducted at the Career Development Initiatives National Training for Early Childhood Conference successfully highlighted existing partnerships and techniques used by community colleges and local Head Start programs to support Head Start staff seeking to complete an associate's degree program.
- *Professional Development 2000: A Report of the Focus Group Meetings with Head Start Programs on the New Teacher Qualifications.* Provides information collected through a series of focus group meetings conducted in 1999. These focus groups addressed how the Head Start programs in the State of Texas could come into compliance with the new staff qualification requirements in the 1998 reauthorization of Head Start. In the spring of 1999, the Texas Head Start-State Collaboration Office conducted seven focus groups with the help of the Region VI Administration for Children and Families, the Region VI-B Head Start Quality Improvement Center, the Disabilities Quality Improvement Center, the Texas Head Training Cluster Offices, and the Texas Higher Education Coordinating Board. Local Head Start Grantees hosted and co-sponsored the events in their communities.

For more information on the Texas Head Start-State Collaboration Project, contact Gwen Chance at the Office of the Governor in Austin, TX at T: 512-936-4059; F: 512-463-7392; E: gchance@governor.state.tx.us.

Macon Program for Progress New Horizons Training Center
Macon Program for Progress (MPP) Head Start provides quality comprehensive services to children from birth to age five and their families. In 1994, MPP Head Start established the MPP New Horizons Training Center to enhance the skills of early care and education providers. The training component has grown into a statewide, regional, and national initiative that uses model classrooms as experimental learning labs.

A central focus of the program is working collaboratively with other agencies and service providers to maximize and streamline services for children and families. A few of the program's collaborators include higher education institutions, the North Carolina Department of Health and Human Services Division of Child Development, the Department of Public Instruction, and the North Carolina Information Highway.

With primary funding from State (North Carolina Partnership for Children Smart Start) and Federal (Region IV ACF Head Start) sources, MPP Head Start has gone on to establish a broad base of funding sources. The program participated in a partnership to obtain start-up funds for the training center, and wrote a grant that enabled it to be the only child care center designated as a training site on the North Carolina Information Highway.

Accomplishments of the MPP New Horizons Training Center include—

- Delivering a variety of interactive video trainings and initiating collaborative roundtables for both Smart Start and Head Start programs statewide. Strong, active support networks have emerged from these trainings that have created new "communities" via technology among programs across North Carolina. In 1996, the Center was designated a Model Technology Center by the National Head Start Association.
- Offering a birth to age three infant/toddler mentoring model of training in which providers—including family child care and center-based providers—spend a day at the center shadowing mentor teachers. Its training calendar is disseminated to over 500 early childhood providers in the area.
- Teaching community college and university courses for providers, parents, and child care administrators on-site at the Center. An example of one of these courses is the North Carolina Child Care Credential.

The Center has found that using computers, live interactive video training, the Internet, and other advanced electronic communication tools helps to remove geographic barriers to training and creates a broader, more inclusive community with full and efficient access to services.

For more information on the Macon Program for Progress New Horizons Training Center, contact Susie McCoy at T: 828-524-4471; F: 828-524-0823.

Washington County Partners in Change

In 1993, the New York State Career Development Initiative was organized to address concerns about training, access to higher education, and compensation for providers of early care and education. In 1994, the initiative was chosen to participate in the national Partners in Change (PIC) initiative.

Washington County Partners in Change was funded as one of three New York State PIC pilot training projects. Collaborators included Washington County Head Start, Adirondack Community College, Southern Adirondack Child Care Network, and an advisory group including providers, government officials, public school administrators, and higher education representatives.

The goals were to collaborate to extend CDA training to non-Head Start staff and establish a clearly articulated path to higher education degrees for practitioners in the community. The partnership's accomplishments include the following—

- Adirondack Community College now offers a one-year, 32-credit certificate program in Early Childhood Studies. All coursework is fully transferable into a two-year associate's degree program. The new certificate program was developed in a direct collaboration with the Partners in Change initiative. The College intends to develop a two-year associate's degree program specific to Early Childhood Studies in the next few years.

- Anyone who has completed a CDA credential can now receive 10 credits towards the Early Childhood Studies certificate at Adirondack Community College. This makes the CDA credential a viable local career development path to higher education.
- The Southern Adirondack Child Care Network, the local resource and referral agency, now offers 60 hours of CDA training each year. The agency also now offers continuing education units for all training offered under their auspices.

Prior to the Washington County Partners in Change initiative, there was no local access to study early childhood education within a 50-mile radius. Now there are several new and permanent rungs on the ladder of career development in this field.

Participants in this partnership found an understanding of the higher education and early care and education training finance systems to be very useful in their work. They also learned that effective outreach and communication are essential to publicize new pathways to career development. And, as a result of this partnership, the connection between the local Head Start, the Child Care Resource and Referral Network, and Adirondack Community College is stronger and very positive.

For more information on Washington County Partners in Change, contact Kathy Flanagan at T: 518-746-9066X.26; F: 518-746-9068.

Arkansas West Campus Technical Center

The purpose of the Arkansas West Campus Technical Center program in Fayetteville, Arkansas is to assist high school students and teen parents in developing careers in early care and education by helping them achieve the CDA and/or the Child Development Specialist credentials. By offering CDA training for college credit that is open to all providers in the community, the program allows participants with 1,000 hours of on-the-job training to enroll at no charge. With 144 hours of classroom work and an additional 1000 hours of on-the-job training, they will meet the requirements for the CDA credential plus the Child Development Specialist credential from the U.S. Department of Labor.

The primary partners of this program are Fayetteville schools, Washington County Head Start, the New School, and Northwest Arkansas Community College. Additional groups participating are private, non-profit, and church-based providers; Family Day Care Providers Association; University of Arkansas Human Development and Family Studies; and Northwest Arkansas Community College. While current funding for the program is provided by the Bureau of Apprenticeship and Training section of the U.S. Department of Labor, funding for the program originated from the School to Work Opportunities Act.

Among the program's main accomplishments are—

- Northwest Arkansas Community College awards six college credits to participants who complete the CDA credential.
- Articulation agreements now exist between schools and the community college as a result of the School to Work Opportunities Act. The State of Arkansas Early Childhood Commission now pays all the assessment fees for CDA candidates.
- Employers in the community offer higher pay to providers who have obtained CDA credentials and now advertise for potential positions as "CDA required."
- As a result of the higher demand for providers with the CDA credential, Northwest Arkansas Community College started an early childhood program.

Due to these accomplishments, the general community has learned the importance of a CDA credential and is demanding that providers have it as a way to promote quality care for their

children.

For more information on the Arkansas West Campus Technical Center, contact Phyllis McGinty at T: 501-444-3058 x. 105; F: 501-444-3017; or E-mail: pmcginty@fayar.net.

Sacramento Employment and Training Head Start

The Sacramento Employment and Training Head Start initiative provides training and career counseling to a diverse group of entry-level participants to prepare them for employment in early childhood care and education. The purpose is addressing the shortage of qualified workers in this field. Head Start parents, TANF recipients, individuals with little training, and those from diverse ethnic groups are recruited and trained to become providers in both center and home-based child care.

Collaborators on this initiative include Sacramento Head Start, Child Action Inc., Los Rios Community College, Child Care Coalition, Rancho Cordova Coalition, Family Child Care Inc., City of Sacramento, Sacramento Child Care Initiatives, and the County of Sacramento. Funding for the initiative comes from federal Community Development Block Grant funds, Child Development Training Consortium funds, and Head Start grant funds provided out of the Training and Technical Assistance funds. The Mentor Teacher Project also lends its support to the initiative.

The project was designed to—

- Provide participants with the opportunity to continue their education, gain college credit, and become an assistant, an associate teacher, or a teacher.
- Provide participants with the training that will allow them to pursue employment and a professional career as a home-based or center-based child care provider.
- Train approximately 100 participants per year in developmentally appropriate early care and education services.

This initiative soon learned that many participants believe that their inadequate educational level will prevent them from progressing on a career ladder in early care and education. Consequently, recruitment efforts now stress that while some education is needed to enter the field, a college degree is not a prerequisite and can be pursued over time.

For more information on the Sacramento Employment and Training Head Start, contact Buffie Engstrom at T: 916-263-4061; F: 916-263-3779.



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UDC's Early Childhood Leadership Institute

Like most communities across the country, Washington, D.C. once lacked a coherent, comprehensive system of training and professional development in early care and education. In response to this challenge, early childhood leaders in the nation's capital undertook a strategic planning process and created a unique solution to improving the quality of care in the community—The Early Childhood Leadership Institute at the University of the District of Columbia (UDC).

A quasi-independent, self-sustaining entity within the UDC, the Institute is now in its fourth year of operations. "Our program exemplifies how Head Start training dollars can be leveraged," says Maurice Sykes, Executive Director of the Institute. "With professional development funds available from the Head Start Bureau, we were better able to propose to UDC that we create win-win partnerships to support the training and professional development of people in early care and education." UDC benefits from the partnership through increased tuition revenue, student enrollment, and fidelity to its mission. The early childhood community benefits from improved quality of training classroom performance and a significant increase in the number of individuals earning academic degrees. The children and their families benefit from improved services from conscientious and capable providers, which result in improved child outcomes. Rounding out this partnership are a significant amount of local dollars provided by the District's Office of Early Childhood Development.

While the Institute supports individuals participating in degree and non-degree programs, its first initiative focused on transitioning individuals from the Child Development Associate (CDA) to the Associate's of Arts (AA) degree in child development through a program called "Project Headway." UDC awarded students entering the program six hours of college credit for their CDA certification. The Institute is a part of UDC's seamless, continuum of articulation from the AA through the Master's degree level.

Project Headway students are required to attend orientation sessions that focus on attitude,

study habits, time management and what it means to be an adult learner. In addition to receiving free tuition, books, fees and on-site child care, all Headway students are provided mentoring and support services throughout the academic year. Students are organized into the cohorts, and they take their courses together. The courses are sequenced, and instructors are selected for their understanding of the non-traditional student as well as course content. Cohort members meet for monthly discussions/workshops to link academics with the workplace. "Our program has three dimensions," Sykes explains. "We focus not only on academics, but on workplace and personal issues, to make sure that our program is meeting the needs of our adult learners."

The Institute's first cohort is now in its fourth year of the program, with an impressive retention rate of 98 percent. The second and third cohorts include both Head Start and community-based child care providers. The program's third and fourth cohorts started in January 2001. Cohort four, funded through the Head Start Bureau, has a special focus on the development of teachers' skills in emergent literacy and early reading. The Institute has also implemented an Early Childhood High School Internship program in six area high schools. "If professional recruiters can recruit talented players from high school to play ball," says Sykes, "then shouldn't we be doing the same for those who would care for our children?"

Creating the Partnership

"Everyone needs to recognize that partnering with institutions of higher education is institutional change—with all the challenges and opportunities that implies," advises Sykes. "Therefore, one needs to take a strategic planning approach to forming these partnerships."

In Washington, D.C., Sykes and others recognized the need for a coherent, comprehensive system of training and professional development in early care and education. They identified a broad group of diverse stakeholders whose support and involvement in the process were critical to its success. They then convened a series of stakeholder meetings to identify guiding principles and created a citywide vision for the Institute. "You need everyone's buy-in and investment," Sykes stated. "Such broad participation also helps to sharpen the effort, in that you have a chance to discuss differing views and reach consensus as part of the planning process, rather than when you're trying to implement the project."

What suggestions does Sykes have for creating similar partnerships in other communities? "You need to approach the process strategically," he says. As part of the process, he suggests, one must assess the following—

- Who are the stakeholders in the community?
- What programs or resources already exist?
- What have been the typical barriers that keep these partnerships from forming?
- What are the leverage points, and where might small changes be made that would get the process moving?
- What supports need to be in place for this undertaking?
- What do the learners need, and how will these needs be linked to resources?"

Don't pander to stereotypes about folks," Sykes cautions, "and don't adopt a deficit model about learners. Adult learners in the Head Start and early childhood communities are quite capable of succeeding in higher education. However, you must believe in their worth as human beings and go the extra mile to see them through."

"And that's another thing," Sykes adds. "There is no monolithic "Head Start learner," as though all staff and parents have exactly the same needs.

"Finally, Sykes advises that Head Start-higher education partnerships should be viewed as "action research" and an ongoing process. "We should always remember our mission, ask ourselves what our folks need that they can't get within the typical university arrangement, and strive to meet those needs."

For more information, contact Maurice Sykes, Executive Director of the Early Childhood Leadership Institute at the University of the District of Columbia, T: 202-986-1819, E: mrussell18@aol.com.

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Choosing a Distance Education Program

By Deitra L. Nealy-Shane

Remember those correspondence courses you used to see advertised in the back of your favorite magazine? Well believe it or not, those were the precursor to today's distance education revolution. Distance education is all the buzz right now, but before you jump on the bandwagon, it is important that you know what to look for when selecting a program. The increase of non-traditional students returning to college and the technology explosion have opened the flood gates of courses offered on-line, on television, by satellite, by correspondence—and even by conference call! Alternative course delivery often means that you will not only learn more about the subject of the course, but also that you will be stretched to find and process information in ways you have never imagined.

However, all distance education programs are not created equal. By doing your homework before enrolling, you will ensure that the course of study you enroll in will meet your needs. Ask yourself these questions—

What are the qualifications of the sponsoring institution?

Is the coursework offered by an accredited, well-respected, technical school, college, or university? Who are the faculty members and are they credentialed?

Who are the targeted students?

Are most of the students currently enrolled in the program non-traditional students? What is the retention rate for the program? Is financial assistance available?

Is it a degree-awarding program?

Are the courses credit-bearing and attached to a degree program? If not, will your local

college or university count them towards your degree plan?

What skills should you have?

If the course is computer based, what level of computer proficiency do you need? Is the format geared for independent study, or will you have opportunities to work with your peers? Are courses geared for first-time students, or for those with prior college coursework?

What resources will you need?

What hardware—i.e. satellite access, cable television, or computer with access to the Internet—will you need? Will you need any special software? Are reading materials covered under the cost of enrollment, or will you have to purchase additional texts?

What support systems are in place?

Does the program provide locally based facilitators? Is there a mechanism in place to link you with other students in your area? Is tutoring available? Is assistance available if you have technical difficulties? How and when can you contact your instructor?

Deitra L. Nealy-Shane was a 2000–2001 Head Start Fellow with the Head Start Bureau in Washington, D.C.

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ACCREDITED DISTANCE LEARNING PROGRAMS IN EARLY CHILDHOOD EDUCATION

The following is a list of accredited programs offering degrees in early childhood education through distance learning. The listing is not meant to be exhaustive, and it does not imply endorsement by the Head Start Bureau.

California College for Health Science (CCHS)

2423 Hoover Avenue

National City, CA 91950

619-477-4800

E-mail: cchsinfo@cchs.edu

<http://www.cchs.edu>

CCHS offers an associate's degree in Early Childhood Education entirely via correspondence.

Concordia University

Concordia School of Human Services

275 Syndicate Street North

St. Paul, MN 55104-5494

800-211-3370

E-mail: cshs@csp.edu

<http://www.cshs.csp.edu>

Concordia offers both a master's degree in Education with an early childhood emphasis and a bachelor's degree in Child Development on-line, after a five-day residency on campus.

Loyalist College

Early Childhood Education Distance Education Program

Wallbridge Loyalist Road

Box 4200

Bellevue, Ontario K8N 5B9

613-969-1913 ext. 2-335

<http://www.loyalistic.on.ca/learn/programs/ECEP.html>

Loyalist offers a diploma in Early Childhood Education using a variety of media including the Internet, E-mail, workshops, projects, and a weekend session on campus.

Nova Southeastern University

Graduate School of Education

1750 N.E. 167th Street

North Miami, FL 33162-3017

1-800-986-3223 ext. 8756

<http://www.nova.edu>

Nova offers an Internet-based associate's degree in Early Childhood Education.

Pacific Oaks College & Children's School

Office of Admissions

5 Westmoreland Place

Pasadena, CA 91103

800-684-0900

<http://www.pacificoaks.edu>

Pacific Oaks offers upper-division coursework on-line, including a bachelor's degree in Human Development, a postgraduate certificate in Early Childhood Education, and specializations for bachelor's and master's degree students. All on-line degree-seeking students are required to take at least two classes on-site.

University of Cincinnati

Early Childhood Learning Community

P.O. 210047

Cincinnati, OH 45221-0047

1-888-ECLC-NOW

<http://www.ucollege.uc.edu/eclc>

The Early Childhood Learning Community offers Associate's, master's, and bachelor's degrees in Early Childhood Education using satellite TV and on-line course delivery.

You can also contact the following organizations for additional information about distance learning opportunities—

Bay Mills Community College

12214 West Lakeshore

Brimley, MI 49715

906-248-3351

<http://www.bmcc.edu>

Bay Mills offers an associate's degree in Early Childhood Education via an on-line curriculum.

Distance Education and Training Council (DETC)

1601 18th Street, NW

Washington, D.C. 20009-2529

202-234-5100

<http://www.detc.org>

University Of Wisconsin-Extension

Small Business Development Center

432 North Lake Street, Room 423

Madison, WI 53706-1498

608-263-7794

<http://www.uwex.edu/disted/catalog/>

This listing is for informative purposes only. It is not meant to be a comprehensive listing of distance education programs, nor does the Head Start Bureau endorse any specific distance learning program.

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Issue No. 72

HeadsUp!: New Opportunities in Professional Development for Head Start Staff

By Gabrielle Fardwell

Professional development is important to Head Start staff and especially vital to every Head Start teacher. Important new developments are constantly being made in how to care for and teach young children, and Head Start staff remains committed to the highest quality child care and education. At the same time, requirements for degreed teachers have increased. Further, finding access to affordable, convenient, quality training can be a challenge, particularly for large Head Start programs and those in rural areas.

The National Head Start Association (NHSA) is keenly aware of these issues and in 1998 unveiled an innovative way for Head Start staff and parents to benefit from the latest training in early care and education practices. The HeadsUp! Network, dedicated exclusively to the Head Start and early childhood community, provides cost-effective training and professional development in key areas including program management, health, infant/toddler development, parenting issues, Head Start news, and more. Programs across the U.S. can easily train their staffs, parents, and community partners on-site via satellite television at convenient times. This means entire staffs and parents can learn while they earn vital education credits, without incurring the time and expense involved in travel. This advantage is key in making the most of program training dollars.

Among the greatest strengths of the network is the variety of professional development credits it offers. Not only are credits toward the CDA credential available for selected training, but in Fall 2000, HeadsUp! launched HeadsUp! Reading, a new, 44-hour research-based early literacy course that offers CDA, continuing education units (CEU), and college credit. Course content is delivered by a renowned faculty of experts and is supported by the Internet and trained on-site facilitators.

Partnerships are key to making HeadsUp! work. The Network includes leaders in curriculum development, adult learning principles, television production, and other key disciplines. To make the programming cost-effective for programs, HeadsUp! has arranged to provide the receiving equipment to programs at no charge.

Today, the HeadsUp! Network delivers state-of-the-art training to thousands of Head Start and early childhood programs in 47 states. Most of the early childhood communities across the states of Ohio, Nebraska, California, and Pennsylvania are participating in HeadsUp! Reading and several other states have expressed interest in joining the network in similar ways. In addition, individual new sites are coming on-line each day.

But that is just the beginning. Staff at programs can earn a full associate degree in early childhood from the University of Cincinnati via their HeadsUp! Network equipment, and new programming is in the evaluation stages, which will add even more value for Head Start staff and parents.

The HeadsUp! Network's unique combination of direct delivery to centers, education credits, a low monthly fee, and free equipment combine to enable staff and parents to provide top-notch care and education to Head Start children now and in the future.

Gabrielle Fardwell is HeadsUp! Marketing Manager at the National Head Start Association.

For more information on the HeadsUp! Network, call 1-800-GET-HUTV or visit www.heads-up.org.

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Issue No. 72

Designing a Career Development and Management System for Head Start

By Marcia A. Manter

Head Start has enjoyed a long and active role in career planning for parents and staff. These efforts have produced outstanding outcomes, such as parents who have become teacher/mentors, Head Start directors, and community leaders; employees who have become Head Start fellows in Washington, D.C., staff specialists in the Administration for Children and Families, and college faculty; and Head Start directors who have become leaders at the Head Start Bureau and in state government agencies.

With the current emphasis on professional development, more attention is being paid to formal career development systems for Head Start. This paper discusses some of the essential elements of career development systems that have been successful in businesses and large non-profit organizations and gives suggestions for child development settings.

Career Ladders and Lattices

A career ladder or lattice can be a useful tool for employees to see the possible career options available to them within Head Start. The first step is to develop and graphically portray all of the positions employees might seek in career advancement. This portrayal should include clear, brief descriptions of the roles, major job functions, and realistic qualifications. The information can be taken from existing job descriptions and it should be condensed to fit on 3 x 5 index cards.

Employees find it helpful when positions are shown in ladders up and down the organizational lines. For example, the ladder can depict career moves a Head Start employee can make from a teacher assistant's job to classroom teacher to lead teacher in a center to teacher/mentor. These levels and career moves are most often based on the experience and knowledge needed to be successful. Employees also gain an understanding of the career

opportunities open to them in a lateral direction, across specialty lines. For example, an employee can see what skills and knowledge are needed to move from a beginning job as a nutrition aide to a job as a teacher aide in a classroom to a job as a family advocate.

Policies and Procedures

Policies and procedures help all aspects of an organization work smoothly and fairly, and career management is no different. Here are some items to cover when developing career management policies—

- What career management services are available?
- Who is eligible to participate in the career management program?
- Must employees be in their jobs a specific amount of time before being eligible?
- What costs must the employee assume?
- May employees use work time for career exploration?
- Who may apply for positions available within the organization?
- What compensation is connected to job changes, advancement, and career moves?
- When and how will a supervisor learn about an employee's internal job search?

Once policy statements have been developed, career management procedures flow from them. Here are examples of procedures to cover—

- Where can an employee find career information within the organization?
- Who (staff title or department) oversees the career management system?
- What is the process for an employee to express interest in an internal career move?
- How is confidentiality handled?
- What forms, if any, need to be completed?

Communication and Promotion Plan

Formal career development plans within organizations may be a new concept to some employees. A communication and promotion plan should be designed to inform several audiences about the career management program, including—

- Parents and the Policy Council, who will want to know how parents and community members can take advantage of the career management program
- Managers and supervisors, who already are active participants as informal career counselors for staff and parents and may be interested in career changes themselves
- Front-line staff, who will have the most interest in and opportunity to use the career management programs

Employees are usually excited about a formal and open program to advance their careers. At the same time, it is good to remember the hesitant feelings some employees will have; they may be unsure about confidentiality or reactions of supervisors who want to retain quality

staff for their centers. An effective communication and promotion plan will meet these challenges by–

- Explaining the program clearly
- Creating enthusiasm in people for whom it was designed
- Reducing the anxiety of supervisors and staff

Community Partners

Most Head Start programs have organizations in their communities that offer some type of career guidance (schools, colleges, private organizations, or non-profit job development agencies). In fact, many programs already work with these groups to provide services to parents and employees. It makes sense first to search out these organizations to determine what services they offer.

Marcia A. Manter is the Professional Development Specialist for the Community Development Institute, Region VII Head Start Quality Improvement Center. She can be reached at T: 816-356-5373; E: mmanter@cdi7.com.

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Credentialing Head Start Family Workers

By Yasmine Daniel

As Head Start grantees scramble to get their teachers' qualifications in compliance with Head Start Program Performance Standards, family workers nationwide are wondering, "What about us? Isn't the work we do important?"

In fact, family support has recently become a hot topic for most agencies, schools, and community programs. Working with families has been an integral part of Head Start since its inception in 1965. A proponent of family involvement, Head Start has always recognized the importance of family as the first and most important teacher of their children. But, it was not until 1994 that Congress formally acknowledged the importance of parent involvement:

"[E]very school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children." (GOALS 2000: Educate America Act)

Over 25,000 Head Start family workers spend each day working with families. The term "family worker" refers to a person in a Head Start program whose primary role is working with families. It is interchangeable with similar titles such as family advocate or family service provider. "Health and family services are what make this program different from other programs," stated the late Helen Taylor, Associate Commissioner of Head Start, "Nobody knows how to partner with families better than Head Start, which is why we have thrived all these years."

Recognizing the importance of families is not enough. Training staff to work in partnership with families is crucial. Section 684A(c) of the Head Start Act, P.L. 105-285, calls for the development of qualification standards, competency-based training curricula, and a competency-based, nationally recognized credential for Head Start family service workers. This legislation is further supported by feedback from family workers nationwide whose

contributions to the program may not be fully recognized.

Staff must be able to get the training they need to meet minimum performance standards for job performance. It is not enough to find and train family workers; it is equally important to provide a supportive work environment. Too often, family workers receive training, gaining new knowledge and skills, then find that their program service model is not conducive to implementing much of what they learned, or that the caseloads are so high there simply is not enough time to implement the new skills.

To address the issue of competency-based training and credentialing for family workers, the Head Start Bureau organized a series of focus groups that included representatives of different stakeholders. These groups helped identify baseline skills that family workers need to do their jobs effectively.

"A lot of interested, motivated, and dedicated people are selflessly contributing their thoughts, time, and energy to this initiative," maintains Jack Corrigan, Senior Program Specialist for Family and Community Partnership Branch. "The payoff [to future Head Start families] will be enhanced quality services provided by each program's trained and credentialed family worker."

In one focus group of Head Start parents, the question was asked, "What is a good family worker?" A rousing conversation ensued—

One participant offered, "Well, she is accessible to families."

"Is nurturing and caring," said another.

"Understands that being low-income is a financial state, not a reflection of intelligence or capabilities," explained yet another.

"Has good listening skills and communication skills and can relate to many types of people," a participant commented.

One individual interjected, "Stays current on changing program requirements and available resources."

Finally one person exclaimed, "I think what we are saying is that she needs to be an angel."

Although "superhuman" is not one of the requirements for the position of family worker, it is evident that the demands of the position are extraordinary. Head Start family workers interact daily with families that face a variety of challenging circumstances. This requires the ability to respect and respond competently to the culture, traditions, lifestyle, language, and values of each family and community. Communities are diverse and ever changing, with varying degrees of resources. There is an overarching need for family workers to have community-building skills that go beyond identifying available community resources. Therefore, Head Start family workers need to develop partnerships with professionals in their communities. For those partnerships to be most effective, it is important that the community respect family workers and the skills and knowledge they contribute.

One of Head Start's challenges is to come up with a framework for training family workers that can be used across the country. Because local programs have had the flexibility to determine how to meet their own needs, there is great diversity regarding the education and experience of family workers and the degree of service they provide to families. Any professional development system would use and build upon the existing training and credentialing systems to prepare and support family workers for the critical work that they do. The end result would be better services for children and families.

Recently, Head Start has taken a major step forward in advancing the initiative and moving towards the establishment of a nationwide baseline for qualifications of all family workers in

the program as well as for those that are employed in the future. In April 2001, the Administration for Children and Families announced the availability of funds for academic institutions or other training providers to design competency-based training programs suitable for the training and credentialing of Head Start family workers. This investment represents Head Start's continuous commitment to quality services and support of the critical work done by family workers.

Yasmine Daniel is the New Jersey Head Start-State Collaboration Project Director in the Office of Early Care and Education, New Jersey Department of Human Services. She can be reached at T: 609-633-2546; E: ydaniel@dhs.state.nj.us.

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Issue No. 72

Mentoring for Head Start and Early Head Start

Excerpted from *Putting the Pro in Protégé: A Guide to Mentoring in Head Start and Early Head Start*. 2001.

Mentoring is ideally suited to the Head Start philosophy and approach to staff development. Consider the following:

- Mentoring fits in with Head Start Program Performance Standards that require grantee and delegate agencies to implement a formalized approach to staff training and development. Mentoring offers an approach to teacher training within the context of the teaching environment and emphasizes excellence in daily practice. It increases the internal capacity of grantee and delegate agencies to meet the Program Performance Standards.
- Mentoring supports Head Start's concept of career ladders. Mentoring is one way to recognize experienced staff for their expertise. Being a mentor teacher requires an additional set of responsibilities for staff who take on the role. Mentoring offers the possibility of new rewards, such as salary increases and promotions, additional training opportunities, the ability to attend conferences, and the opportunity to meet with other master teachers. Mentoring also helps protégés advance on the career ladder as their knowledge and skills are enhanced.
- Mentoring reflects the principles of adult learning that guide Head Start training and staff development. Training in Head Start builds on teachers' experiences, provides opportunities for peer interaction and problem solving, is relevant to the work in which staff are engaged, and uses a variety of learning strategies. The mentoring process incorporates these principles of adult learning.

Mentoring is a strategy to ensure the implementation of curricula and best practices in teaching and home visiting. It is a field-based approach to professional development that encourages staff to build their skills in these areas within a supportive environment. By enhancing staff skills, mentoring fosters positive child outcomes and school readiness.

- Mentoring fits in well with Head Start's philosophy of individualizing programs to meet the needs of children and their families. Head Start promotes individuality and flexibility in many ways. For example, Head Start offers a variety of options for delivering services—center-based, home-based, and family child care—to meet the needs of a diverse population. Mentoring also is individualized to meet the needs of both the program and the protégé. There is no one mentoring model but rather many different approaches depending on the goals of the mentoring relationship, the resources available, the grantee and delegate agencies' structure, and the like.
- Mentoring encourages reflective practice for both mentors and protégés and supports effective practices for Head Start teachers. Good teachers think about their own practices and use the experience to reshape their behaviors. Mentors ask questions that help protégés think about what is working or not working in their learning environment. At the same time, mentors reflect on their own practices and how they can improve them.
- Mentoring reflects the philosophy of partnership-building that is characteristic of Head Start programs. Head Start encourages building partnerships within and outside the program. Mentoring is about building relationships among individuals to foster learning while on the job. Mentors model best practices in their own classrooms or work alongside protégés in protégés' classrooms, family child care homes, or on home visits, demonstrating how skills and practices may be applied.

For these reasons, mentoring is a good match for Head Start and Early Head Start programs.

The Advisory Committee on Quality and Expansion recommended that Head Start "develop a new initiative to encourage qualified mentor teachers to support classroom staff."

Head Start teachers working directly with children should receive adequate levels of observation, feedback, and support to promote developmentally appropriate practice. A sufficient number of master teachers with B.A. degrees in early childhood education or equivalent and appropriate experience should be available to supervise and support classroom staff. In addition to providing more decentralized, qualified supervision to classroom staff, the master teacher position could serve as a career development opportunity for classroom teachers. A "mentor" position should also be developed for home visitors and family service workers.

Reflective practice, defined as the ability to think about one's daily life, is important because it provides an opportunity to—

- Discuss relevant issues in relation to past and present experiences,
- Set goals and determine areas for improvement,
- Change practices in a supportive and caring environment.

There is no "one size fits all" way to design a mentoring program.

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Mentoring in Head Start Programs

By Sarah Merrill

What is a Mentor Program?

A mentor program provides an opportunity for newer teachers to learn and receive support from more experienced teachers, thus improving the quality of teaching in the classroom. While the primary goal of the mentor program is to provide an opportunity for professional growth, a mentoring program also creates another rung on the career ladder for teachers since only the most experienced and effective teachers become mentors.

The design of a mentoring program ranges from informal buddy systems to structured meetings between a trained mentor teacher and a mentee. Some programs are conducted entirely in-house while others involve partnerships with local programs.

To be effective, a mentor program should be designed to meet the needs of the Head Start program and staff. Doing this takes time, reflection, and research. Support from the administration is key, and provides the impetus for the creation and continuation of a mentor program. It is important that the entire staff has a clear understanding of the purpose and mission of the mentor program. With this mission in mind, staff and local programs are more willing to weather the growing pains in support of the bigger picture.

This article summarizes the design strategies chosen by one Head Start program, and discusses some of the outcomes of the program as noticed by the colleagues of the mentor and mentee teachers.

Designing a Mentor Program: A Case Study

Our case study is a large, child care center, with 67 full-time staff and 200 children, ranging in age from infancy (three months of age) through kindergarten (six years of age). After one

year of research and reflection, a task force team—which included staff, administration, and parents—designed an internal mentor network to meet the needs of the center.

The task force team developed and now implements an interview and selection process. Teachers apply on a voluntary basis to be either a mentor or mentee. Certain eligibility requirements are established. For example, mentor teachers must be qualified to be lead teachers and mentees must have been with the center for at least one year. Once selected, the mentor and mentee meet once a week for two hours, from October to May. Substitute teachers are scheduled to work with both classrooms during that time to fill in for the mentor and mentee teachers.

Mentors as well as mentees receive training. Training for the mentors includes adult development, mentoring skills, and leadership development. Ongoing support is also provided, for both the mentor and mentee, via monthly check-ins. In our case study, the child care center pays for the classes and seminars. The mentor and mentee teachers also receive stipends for their work.

At the end of May, the center celebrates the accomplishments of the mentor and mentees with an annual dinner. The teachers share their projects and accomplishments. Awards are also presented to teammates and substitute teachers who have supported the program.

Evaluations occur annually via interviews and written inquiries. Feedback from the interviews and surveys are then used to enhance the program.

Ripple Effects of a Mentor Program

We often think of how mentor programs provide sound professional development for the mentor and mentee. In formal programs, the mentor and mentee teachers spend time outside of the classroom. They discuss, research, implement, and reflect on their teaching practice over time. This process allows for critical examination and growth for the mentee as well as for the mentor.

The mentor program can also be a powerful dynamic for others within a program. Teammates of the mentor and mentee teachers note positive outcomes from the mentor program. They notice an increase in collaboration among the staff, and ideas, resources, and materials are more readily shared between teachers and classrooms.

Classroom teammates also realize that the program has a direct impact on their classroom. In addition to improved teaching skills, mentees may bring other knowledge back to the classroom. For example, physical design of the classroom can be improved: In our case study, the mentor and mentee used tools, such as the Infant-Toddler Environment Rating Scale, to assess the physical surroundings and make appropriate changes.

Teachers have also observed that the dynamics within a classroom can be difficult during the absence of the mentor or mentee, yet substitute teachers can help staff get through the busy moments.

Conclusion

A mentor program is a wonderful way to enhance professional development for individual teachers as well as for local programs. The success of the mentor program depends upon designing a mentoring program that matches the needs of your Head Start program. Internal support is also necessary to maintain the systems that support the mentoring program's mission.

As one teacher summarizes, "...if we keep doing things like the mentor program, we'll keep growing and expanding. We'll always be on the cutting edge and looked at as top quality."

Internal systems that support the mentor program can ensure success despite growing pains. One way for a program to begin is to create a task force team. Topics for the task force team to research and consider, while creating a program specific to their program's needs, may include—

- Qualifications of mentor and mentee applicants
- Application and interview process
- Course work and seminar support
- Stipends
- Substitute teachers
- Scheduling issues
- End-of-the-year celebrations, acknowledging everyone who supported the program, such as teammates and substitute teachers
- Evaluation and enhancement processes of the program

Sarah Merrill was a 2000–2001 Head Start Fellow with the Head Start Bureau in Washington, D.C.

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Head Start-Johnson & Johnson Management Fellows Program

By Myra Brown

Program Overview

Each year since 1991, the Anderson School at the University of California-Los Angeles has conducted the Head Start-Johnson & Johnson Management Fellows Program. The Fellows Program, which is fully funded by Johnson & Johnson and the Head Start Bureau, is a unique opportunity for Head Start directors and management teams to participate in a two-week, intensive management training session.

Curriculum

Two programs are offered each summer. The June program is for Head Start directors while the July program works with management teams. The curriculum, designed from a strategic planning perspective, builds both executive and entrepreneurial management skills. Lectures, workshops, and group discussions cover management topics that take into account current Head Start needs and issues. Several case studies from actual Head Start programs are used to illustrate key concepts and to enhance learning. Subject areas include the following—

- Organizational Design & Change
- Operations and Project Management
- Marketing & Public Relations
- Human Resource Management
- Finance & Economics
- Management & Leadership

An important and innovative element of the Fellows Program is the involvement of the Head Start directors' supervisors during the last three and one-half days of the program as "co-participants." The director (or in July, the management team) and supervisor work together to

develop a strategic initiative called a Management Improvement Project (MIP). These MIPs prepare the Fellows to implement major projects upon returning to their organizations.

Graduates of the Fellows Program are awarded a certificate from UCLA and are given the option of receiving academic graduate-level credits. Fellows are often called upon to work with the Head Start Bureau and regional offices to provide management training to their Head Start colleagues.

Eligibility

Head Start managers, who have been directors for at least three years, compete for fellowships based on the quality of their application to the Fellows Program. Head Start teams are selected based on the team's experience and need. Each Fellows class is representative of the Head Start program nationwide in terms of urban/rural mix, size, auspice, and other demographic factors. The next round of applicants will be for the 2002 Program to be held June 16-28 and July 7-19.

Program Follow-Up

During their two weeks at UCLA, Fellows develop an invaluable network that they continue to draw upon long after they return to their own programs. They are also given the opportunity for ongoing training through the annual Advanced Management Institute (AMI)—a four-day training, held each winter at UCLA, that offers advanced-level workshops and a public policy forum dealing with current issues facing the Head Start community.

A newsletter is published quarterly, providing a mechanism for Fellows to stay informed of the professional activities of colleagues, program developments, and other news of interest. The program also maintains an informational Web site that includes a searchable database on all alumni as well as a list of resource areas where alumni offer their expertise to help other programs.

For an application or further information, please contact Myra Brown, Senior Program Manager at The Anderson School at UCLA, T: 310-825-6306; F: 310-206-3924; E-mail: mybrown@anderson.ucla.edu; Web site: <http://www.anderson.ucla.edu/community/headstart>.

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Issue No. 72

Head Start Research Grants for Graduate Students

By Jason T. Hustedt

In its 1993 report, the Advisory Committee on Head Start Quality and Expansion called for an expanded role for research in Head Start. One of the initiatives that emerged from the renewed emphasis on research was the Graduate Student Head Start Research Grants program.

In this program, graduate students work with faculty members at their universities, as well as with Head Start practitioners and policy councils, to develop projects that are grounded in the research literature and responsive to local Head Start agencies' needs. Grantees are awarded a maximum of \$20,000 per year for up to two years to carry out their research. Five to ten graduate students receive this prestigious award each year; they come from across the country and represent a variety of academic disciplines.

A primary goal of this research grants program is to invest in graduate students while they are still developing their skills as researchers. Head Start benefits from its investment by having a highly trained and diverse body of developing scholars working in local Head Start programs. Both local programs and the research community profit when new information is learned about the children being served by Head Start and about the effectiveness of specific practice initiatives. Also, by carrying out their funded projects, the graduate students are able to cultivate the skills necessary to develop new—and even more sophisticated—research studies.

Not only does the program provide funding for students' research projects, but it also covers expenses for travel to professional development meetings. All grantees participate in one of Head Start's biennial National Research Conferences, which provides opportunities to interact with more experienced researchers. Grantees also come to Washington, D.C. every year to give presentations on their research projects. At that time, they receive advice and constructive critiques from other Head Start researchers, including first- and second-year

grantees and representatives from the Commissioner's Office of Research and Evaluation at ACYF.

The hope is that graduate students will use the talents, skills, and contacts that they developed through this program to continue to conduct research that benefits Head Start participants and programs throughout their professional careers. Through this professional development initiative, Head Start is nurturing a growing cadre of scholars committed to high quality Head Start research.

Jason T. Hustedt is a graduate student at Cornell University and a recipient of a Graduate Student Head Start Research Grant. He can be reached at T: 607-266-9345; E: jth14@cornell.edu.

For more information on the Graduate Student Head Start Research Grant, call Michael Lopez, Director of the Commissioner's Office of Research and Evaluation. He can be reached at T: 202-205-8212; E: mlopez@acf.hhs.gov.

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Professional Development Through the National Head Start Fellowship

By Traci A. Hefner

Leadership Vision

By Terra Bonds

#1

Proceed

Forward toward the goal

Work starts and suffering stops

I act; parents progress; children smile

Induce happiness

Terra Bonds was a 2000–2001 Head Start Fellow with the Head Start Bureau in Washington, D.C.

A Personal Thought

By Wassy Tesfa

A world

Grounded in honesty

Nurtured with compassion

Open and thoughtful

Joy

A vision of wholeness

Wassy Tesfa was a 2000-2001 Head Start Fellow with the Head Start Bureau in Washington, D.C.

One way you may consider enhancing your professional development is through the National Head Start Fellowship. The Fellowship is a phenomenal experience that will challenge your intellect and thinking—and quite possibly be a life changing opportunity.

It is a privilege to be a member of the 2000-2001 Fellowship class. The exposure to top policy makers, lobbyists, and child development specialists is immense. This experience has piqued my curiosity to learn and understand fully how best practice or research becomes national policy. Furthermore, being in the nation's capital has allowed me to attend senate and congressional hearings, think tank seminars, and lectures by some of the most influential people on child development issues and social policy.

Exactly how the Fellowship experience will influence my career is yet to be determined. I am confident, however, that the knowledge and resources acquired during the Fellowship year will profoundly benefit the children and families I serve in the future. Finally, there is the added benefit of forming lifelong relationships with the nine other Fellows. I have been inspired and challenged by each of them in a way that will influence my life forever. This has truly been an amazing experience—an experience that I highly recommend for anybody interested in professional development.

Why professional development?

Professional development is fully recognized as essential to ensuring quality staff and service to Head Start families. As stated in the Head Start Act, a bipartisan reauthorization, "the purpose of the Fellowship program is designed to enhance the ability of Head Start Fellows to make significant contributions to programs, by providing opportunities to expand their knowledge and experience..."

Since 1996, the Commission on National Head Start Fellowships offers ten Fellowships to emerging leaders in the field of early childhood and family services. As an intensive one-year work and education experience, the Fellowship provides an opportunity for increased knowledge on a multitude of policy issues, program development, research, and best practice modalities in the field of child development. This exposure assists in the development of a new cadre of leaders.

Who should apply for the Fellowship?

Individuals who apply for the Fellowship are highly motivated with a desire to grow professionally as well as personally. The class of 2000-2001 represents a variety of different disciplines and education levels. This class is composed of social workers, teachers, a psychologist, a social anthropologist, and a medical doctor. The education level ranges from a baccalaureate degree to a master's degree to a medical degree. The group's diversity allows for a more profound experience for each of the Fellows. Moreover, work placements are with the executive branch of the Federal government and vary in content according to the Fellows' interests and expertise. Hence, a class is generally composed of individuals from multi-disciplinary backgrounds, interests, and education.

Why should you apply?

The Fellowship experience provides a more thorough understanding of how government works in terms of policy development and implementation. You will gain a broader perspective of the national issues affecting children and families. However, the Fellowship is not only about understanding policy. A plethora of leadership development trainings provide an opportunity to explore the type and style of leader you are or possibly want to become.

The trainings are further complemented through leadership book discussions, meetings with senior management, policy makers, educators, and researchers, and content workshops on conflict management, effective writing, and career development. This experience will expand your knowledge base, network, and resources—empowering you to be a more proficient leader.

Where can you get more information?

For additional information regarding the Fellowship, contact the address and number below:

Council for Professional Recognition
2460 16th Street, NW
Washington, D.C. 20009-3575
Telephone: (202) 265-9161

Traci Hefner was a 2000–2001 Head Start Fellow at the Head Start Bureau in Washington, D. C.

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Senior Early Childhood Associates

By Lynette Kimes

The Early Head Start National Resource Center (EHS NRC) at ZERO TO THREE, in partnership with the regionally based Quality Improvement Centers (QICs), works to provide training and technical assistance support to Early Head Start (EHS) programs. A task of the EHS NRC is to support capacity building of Federal staff. The Senior Early Childhood Associates (SECA) have a unique opportunity to support this effort on an individual and daily basis within the Regional Offices.

While Associate Commissioner of Head Start, the late Helen Taylor envisioned the Associates as critical to building knowledge and expertise among Federal staff because of their critical role in supporting EHS programs serving infants, toddlers and their families. The Associates support Federal staff on issues related to infant and toddler development and the link between knowing what is good for babies and families and creating and sustaining quality EHS programs. The Associates are co-located in the regional offices of the Federal government, the American Indian and Alaska Native Program Branch, the Migrant and Seasonal Program Branch, and the Head Start Bureau. The Associates represent diverse professions that include special education, early childhood education, child development, social work, and family life education.

Each Associate, in partnership with staff at the regional offices and program branches, creates work plans that outline the strategy for providing training and that support capacity building initiatives within the region or program branch. Support to Federal staff is offered dependent on the individuals' needs within each region or branch. The SECAs often accompany Federal staff on monitoring reviews. In addition, Associates may provide consultation and technical assistance on issues related to Early Head Start. We may provide a series of workshops on topics of interest to EHS, and our attendance at meetings and regional conferences assists in ensuring shared knowledge on issues related to babies and their families. Associates in each

region have also established libraries with resources that support Early Head Start grantees.

The Associates have become integral team members in regional offices and program branches as we provide support through our knowledge on issues related to infants, toddlers, and their families. Associates often participate in training initiatives supported by the QICs and Quality Improvement Centers for Disabilities (QIC-DS). Associates also play an active role in the conferences and meetings held by the EHS NRC such as the Leader's Seminar and Orientation Conference and the annual Birth To Three Institute. Often, participants in these events include Federal staff from regional offices.

As Associates working with Federal staff, we have had the opportunity to interact with a talented team of individuals who offer significant knowledge and skill in supporting babies and families, and who strive each day to improve the work they do within Early Head Start. Together, we work toward increasing capacity in infant/toddler knowledge and embrace lifelong learning as essential to improving the work of Early Head Start.

Lynette Kimes was a Senior Early Childhood Associate, Early Head Start National Resource Center at ZERO TO THREE. She can be reached at T: 202-260-2670; E: lkimes@acf.hhs.gov.

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From the University Laboratory to the National Laboratory: Developmental Researchers and Head Start

By Brenda Jones Harden

Developmental researchers conduct laboratory-based scientific studies on developmental processes experienced by children as they mature. But they seldom have the opportunity to use their work to influence social policy issues that affect children's development. The Society for Research in Child Development (SRCD), the major professional organization for developmental researchers, offers a unique professional development experience to researchers who want to apply their skills in national policy settings.

This year, SRCD has provided nine resident scholars to work in congressional and executive branch offices in the Washington, D.C. area. Fellows are assigned to the National Institute of Mental Health, the National Institute of Child Health and Human Development, the National Institute of Drug Abuse, the Department of Education, and the Administration for Children, Youth and Families (ACYF) of the Department of Health and Human Services. Three SRCD Fellows have been placed in the Commissioner's Office for Research and Evaluation (CORE) at the ACYF and work on a variety of Head Start and other child policy research initiatives. Dr. Rhonda Boyd is coordinating the Head Start mental health research consortium. Dr. Carol Kuhns is working on the Head Start and Early Head Start impact evaluations, and the Head Start Quality Research Centers. Dr. Brenda Jones Harden is supporting the Head Start Graduate Student Scholars effort, as well as working on the Head Start and Early Head Start impact evaluations.

Although this program was initiated to provide developmental research expertise to agency and congressional settings, the professional development opportunities for the Fellows are endless. A major benefit for the Fellows is being involved in large-scale, national studies that have policy implications. Fellows develop skills in sampling, designing evaluations, analyzing data, and disseminating studies. They also have the opportunity to begin self-

directed projects related to Head Start (e.g., home visiting and child care via Head Start). Most importantly, they become more aware of the policy implications of all the research in which they are involved.

In addition to the learning experiences that come from their work on specific research projects, SRCD Fellows also participate in monthly meetings at SRCD in which speakers address a variety of topics related to child policy and research. Some of the meetings are held jointly with policy fellows of the American Psychological Association. Fellows also have attended lectures sponsored by the Council on Early Childhood Professional Recognition for the Head Start Fellows.

An important aspect of the fellows' learning experience is the mentorship they receive within and outside of their placements. The individual mentor from CORE assists the Fellow to establish and implement a work plan that includes the projects and learning experiences that will occur over the year. The external mentor—often a former SRCD Fellow—addresses larger professional development issues with the fellows, including how to integrate a policy focus into their research and how to secure policy-related employment after the fellowship year ends.

The goal of developmental research is to explore the many processes that propel a child toward adulthood. Through the SRCD Public Policy Fellowship, developmental researchers have the opportunity to participate in activities that promote their own development. They utilize their theoretical and empirical knowledge to make a contribution to Head Start and other policies that promote development in young children from low-income backgrounds. Moreover, they experience what is often elusive in academia—a concentrated effort to enhance their own development as scholars and as advocates for children.

Brenda Jones Harden is an SRCD Fellow, Commissioner's Office for Research and Evaluation, U.S. Department of Health and Human Services. She can be reached at T: 202-260-8515.

For further information on the SRCD Public Policy Fellowship program, access the SRCD Web site at <http://www.srcd.org>.

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New Head Start Quality Research Centers Funded

By Louisa B. Tarullo and Carole Kuhns

The Head Start Bureau and the ACYF Commissioner's Office of Research and Evaluation are pleased to announce the award of eight cooperative agreements under the Head Start Quality Research Center (QRC) Consortium to promote the school readiness of preschool children in Head Start. These five-year grants will fund partnerships between academic researchers and Head Start programs designed to improve child outcomes in the areas of literacy, social-emotional development, and other domains of school readiness, through enhancements to curriculum, teacher training and mentoring, parent involvement, and assessment practices. Research teams will implement and evaluate their interventions with Head Start program partners in an initial site, then replicate the successful interventions at additional sites.

QRC Consortium Members include—

Columbia University, New York

"Using Assessment to Improve School Readiness and Head Start Program Quality"

Sharon Lynn Kagan and Jeanne Brooks-Gunn

In partnership with programs in Stamford and Waterbury, Connecticut, the research team will implement an innovative observational assessment system for Head Start children, classrooms, and programs, and provide the supports and resources necessary to use data from the assessments to improve classroom and program practice and child outcomes.

Collaboration with the Connecticut Department of Education on school readiness outcomes is a key feature.

Education Development Center, Massachusetts

"A Systematic Approach to Fostering Language and Literacy Development"

David K. Dickinson

Collaborating with programs in Waltham and Boston, Massachusetts, the researchers will develop, implement, and assess a systemic version of the Literacy Environment Enrichment

Program, enabling programs to create their own self-improvement programs with a focus on language and literacy development. The intervention features intensive professional development activities involving both QIC staff and mentor teachers from the program.

High/Scope Educational Research Foundation, Michigan

"Achieving Head Start Effectiveness through Intensive Curriculum Training"

Lawrence J. Schweinhart

This intervention, based in programs in Oakland County, Michigan, will provide intensive training in the use of the High/Scope curriculum framework, and verification that the curriculum is being implemented in the most effective manner in Head Start classrooms.

University of North Carolina

"Socioemotional Interventions to Enhance School Readiness"

Donna Bryant, Janis Kupersmidt, Ellen Peisner-Feinberg

Working with programs in Person County and Roxboro, North Carolina, the research team will implement an evidence-based intervention program to reduce disruptive behavior and improve classroom functioning. Moving from a very intensive intervention provided by clinical consultants and tested via the Head Start Mental Health Research Consortium, this modification will develop and evaluate a self-sustaining, program-based intervention suitable for dissemination through the Training and Technical Assistance Network.

University of Oregon

"Head Start Adaptation of First Step to Success: Preparing Children for Social/Emotional Success at School"

Hill Walker, Edward Feil, Annemieke Golly, Herbert Severson

In partnership with grantees in Lane County and Springfield, Oregon, the Oregon team proposes to adapt the First Step to Success early intervention program, originally developed for kindergarten children, to help preschool children at risk for school problems become better prepared for the social and emotional challenges of school.

Quality Counts, Inc., Georgia

"Supporting Children's Individualized Learning in Head Start"

Martha Abbott-Shim, Richard Lambert

Continuing their collaboration with programs in Jefferson County, Alabama, and in Gainesville, Georgia, and adding new partners in Jackson and Brunswick, Georgia, the research team plans to implement a mentoring intervention that supports individualized learning experiences for children in Head Start that have been shown to promote classroom quality and children's school readiness.

University of South Carolina

"The Companion Curriculum: Connecting Head Start Parents and Teachers to Promote Early Learning and Development"

Julia Mendez, Jean Ann Linney

Based on the premise that enhancing parent involvement is crucial to preparing children for school, this research team is working with programs in Columbia, South Carolina and surrounding counties to implement a home-based learning curriculum for parents and children, supplemented by parent-child centers within individual classrooms.

State University of New York at Stony Brook

"Evidence-Based Emergent Literacy Approaches for Head Start"

Janet E. Fischel

Through a partnership with a grantee in Suffolk County, Long Island, New York, this intervention will compare leading curricula used in Head Start programs that aim to enhance emergent literacy and language skills in terms of improved classroom practice and child outcomes.

Louisa B. Tarullo is a Senior Social Science Research Analyst at the Commissioner's Office of Research and Evaluation, Administration on Children, Youth and Families, DHHS. Louisa can be reached at T: 202-205-8324; E: lbtarullo@acf.hhs.gov.

Carole Kuhns is a Society for Research in Child Development Policy Fellow in the Commissioner's Office of Research and Evaluation, Administration on Children, Youth and Families, DHHS. More information on the QRC Consortium is also available at <http://www.acf.hhs.gov/programs/opre/>.

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FROM THE HEAD START INFORMATION AND PUBLICATION CENTER

Putting the Pro in Protégé: A Guide to Mentoring in Head Start and Early Head Start. (2001). Washington, D.C.: Administration on Children, Youth and Families, U.S. Department of Health and Human Services. This resource is designed to help grantees develop new mentoring programs or improve those already in existence. It describes basic principles, key components, and necessary supports for effective mentoring. The guide also includes examples of mentoring in a variety of programs (both Head Start and non-Head Start) and the Take Stock! strategic planning tool.

Consumers' Guide to Professional Development Resources. (1999 and 2000). Washington, D. C.: Early Head Start (EHS) National Resource Center at Zero to Three. The Consumer's Guide was developed by the Early Head Start National Resource Center with contributions from the Head Start Quality Improvement Centers and EHS grantees. It consists of two sections: a professional development plan and an annotated bibliography of resources. The professional development plan consists of twelve steps, including identifying resources and conducting an evaluation. The bibliography offers multimedia resource materials, including books, curricula, and training systems.

To order, fax your request to the Head Start Information and Publication Center at 703-683-5769 or order on-line at <http://www.headstartinfo.org>.

FROM WHEELOCK COLLEGE

Learning and Growing Together: Head Start and Child Care Professional Development Partnerships by Kimberly Elliott and Anita Vestal (1998; \$15.00). Across the country, people from different branches of the early childhood field are partnering to provide cost-effective and high quality training. Based on a study initiated and supported by the Head Start Bureau

and conducted by Wheelock College Institute for Leadership and Career Initiatives, this report includes: profiles of 23 partnerships in 19 states; key benefits of partnerships; tips on how to form partnerships; a model illustrating the process groups undergo as they form partnerships; and resource materials.

The Power of Mentoring (2000; \$11.95). Mentoring is one of the most traditional and effective forms of training new leaders. Taking the Lead sites all across the country breathed new life into mentoring as an essential strategy for leadership development among early childhood professionals. This booklet describes a variety of mentoring models, each designed by different communities or cultures, and offers ideas for enhancing training and practical experience.

Making A Career of It: The State of the States Report on Career Development in Early Care and Education by G. Morgan, S.L. Azer, J.B. Costley, A. Genser, I.F. Goodman, J. Lombardi, & B. McGimsey. (1993; \$20). The first comprehensive national study of career development and training in the field of early care and education, this report provides information about qualifications requirements, available training resources, higher education models and access, and Federal funding streams for all program types. It highlights promising practices for developing, coordinating, and funding early care and education career development.

Ordering Information: These publications are available from Wheelock College. Your order must include a purchase order or a check made payable to Wheelock College, and must include shipping charges (add \$3.50 for orders totaling \$1-25; \$7.00 for orders totaling \$25-50; \$15 for orders totaling \$50-100; \$22.00 for orders totaling \$100-150; \$31 for orders totaling \$150-200). Send your request, along with check or purchase order, to: Wheelock College Institute for Leadership and Career Initiatives, 200 The Riverway, Boston, MA 02215. Allow four to six weeks for delivery. For two-week delivery, add 15% to the standard shipping charges. Don't forget to indicate which publications you are ordering!

FROM NHSA

"Educated Teachers = Quality Classrooms = Better Outcomes for Children: How Career Development is Re-energizing Head Start," W.C. Siegel. (Fall 2000). *Children and Families*, Vol. XIV No. 4, pp. 36-40.

"Distance Learning: How NHSA and Other Organizations are Delivering Education," G. Fardwell and L. Doggett. (Fall 2000). *Children and Families*, Vol. XIV No. 4, pp. 70-75.

FROM THE CENTER FOR THE CHILD CARE WORKFORCE

Salary Improvements in Head Start: Lessons for the Early Care and Education Field by M. Whitebook. (1995; \$8.95). The 1990 Head Start Expansion and Quality Improvement Act recognized staff compensation as a key element in assuring better-quality Head Start services. Since the passage of the Act and its reauthorization in 1994, nearly \$500 million has been allocated to increase salaries for approximately 100,000 Head Start personnel. Using quantitative data and interviews with Head Start administrators and teachers, this report evaluates the salary improvement initiative and identifies features of the process – and of the structure of Head Start agencies – that facilitated or hindered it.

The Early Childhood Mentoring Curriculum by D. Bellm, M. Whitebook, & P. Hnatiuk. (1997). *The Early Childhood Mentoring Curriculum* is a comprehensive, flexible new teaching tool for mentors and mentor trainers in center-based and family child care programs. Comprised of two volumes – a *Trainers Guide* and a *Handbook for Mentors* – it includes learning activities, handouts and supplementary readings. Each volume is \$19.95.

To order, contact the Center for the Child Care Workforce at 202-737-7700, or download order forms from their Web site at <http://www.ccw.org>.

OTHER RESOURCES

Working Together: Head Start and Child Care Partnerships by N.O. Poersch & H. Blank. (1996). Washington, D.C.: Children's Defense Fund. To order, contact the Children's Defense Fund at 202-662-3652 or order on-line at <http://www.childrensdefense.org/>.

Building Bridges: Supporting Families Across Service Systems. (1994). Chicago, IL: Family Support America (formerly the Family Resource Coalition of America). To order, contact Family Support America at 312-338-0900.

Not by Chance: Creating an Early Care and Education System for America's Children by S.L. Kagan, & N.E. Cohen. (1997). Princeton, NJ: Bush Center in Child Development and Social Policy at Yale University.

New Perspectives on Mentoring by S. Kerka. (1998). ERIC Digest No. 194. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education (ED 418249). To download a copy of this article, go to search ERIC database <http://www.eduref.org>.

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Organizations

Organizations offering a variety of useful resources and with whose members you may wish to partner include—

American Associate Degree Early Childhood Educators (ACCESS)

Bruce R. Stam, President

Chemeketa Community College

PO Box 14007

Salem, OR 97309-7070

Phone: 503-399-6071

Fax: 503-399-5038

Web site: <http://www.accesscece.org>

Cooperative Extension's National Network for Child Care

University of Massachusetts at Amherst

206 Skinner Hall

Box 37605

Amherst, MA 01003

Phone: 413-577-0332

Fax: 413-545-4410

Web site: <http://www.nncc.org>

National Association for Family Child Care

525 SW 5th Street

Suite A

Des Moines, IA 50309

Phone: 515-282-8192

Fax: 515-282-9117

Web site: <http://www.nafcc.org>

National Association for the Education of Young Children

1509 16th Street, NW
Washington, D.C. 20036-1426
Phone: 202-232-8777
Fax: 202-328-1846
Web site: <http://www.naeyc.org>

National Association of Child Care Resource and Referral Agencies

1319 F Street, NW
Suite 500
Washington, DC 20004-1106
Phone: 202-393-5501
Fax: 202-393-1109
Web site: <http://www.naccrra.net>

National Association of Early Childhood Teacher Educators

Frances Rust, President-Elect
New York University
239 Greene Street
New York, NY 10003
E-mail: frances.rust@nyu.edu
Web site: <http://www.naecte.org>

National Black Child Development Institute

1101 15th Street, NW
Suite 900
Washington, DC 20005
Phone: 202-833-2220
Fax: 202-833-8222
Web site: <http://www.nbcdi.org>

National Child Care Information Center

243 Church Street, NW, 2nd Floor
Vienna, VA 22180
Phone: 800-616-2242
Fax: 800-716-2242
Web site: <http://nccic.org>

National Clearing House for Military Child Development Program

Military Family Resource Center
4040 North Fairfax Drive
Room 420
Arlington, VA 22203-1635
Phone: 888-237-3040
Fax: 703-696-9062
Web site: <http://www.militaryhomefront.dod.mil>

National Head Start Association

1651 Prince Street
Alexandria, VA 22314
Phone: 703-739-0875
Fax: 703-739-0878

Web site: <http://www.nhsa.org>

National School-Age Care Alliance

1137 Washington Street

Boston, MA 02124

Phone: 617-298-5012

Fax: 617-298-5022

E-mail: staff@nsaca.org

Web site: <http://www.nsaca.org>

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Internet Resources

Each of the organizations listed on the previous page has a useful Web site for professional development information and activities. In addition, the following Internet resources are excellent sources of up-to-date information on professional development in the early childhood education field—

The National Center For Early Development and Learning
<http://www.ncedl.org>

The National Directory of Early Childhood Teacher Preparation Institutions, published by the National Center For Early Development and Learning and the Council for Professional Recognition (CDA), contains a listing of 1400 two- and four-year colleges. It is also available at <http://www.cdacouncil.org/>, in print from CDA, and as a Spotlight under: <http://www.fpg.unc.edu/~ncedl/PDFs/spot22.pdf>.

The National Center for Early Development and Learning
<http://www.fpg.unc.edu/~ncedl/PAGES/wnew.htm#SpotAnchor>

Spotlights are one-page summaries (double-sided) of the latest research from The National Center for Early Development and Learning. Spotlights may be downloaded and freely distributed.

The On-line Internet Institute
<http://oii.org/>

This Web site provides a variety of professional development tools for educators and students who use the Internet to improve classroom achievement. Four Directions for Lifelong Learning is a comprehensive document on staff development for use and integration on the Internet. The Web site also offers discussion forums, and links to sites for curriculum, technology, professional development, assessment, and the Internet Librarian, as well as template-based tools.

Mid-Continent Research for Education and Learning (MCREL)

<http://www.mcrel.org/>

The "Educator Resources" section of the Web site provides a variety of information on professional development, including links for teacher resources, articles, and directories. Established in 1966, McREL's mission is to make a difference in the quality of education and learning for all through excellence in applied research, product development, and service.

The AT&T Learning Network Resources for Educators

<http://www.att.com/foundation/programs/education.html>

This Web site provides a list of links to professional development Web sites for organizations, agencies, services, and staff development issues. The links are worthwhile although they attempt to enroll you in their fee-based Virtual Academy.

From Now On: The Educational Technology Journal

<http://www.fno.org/>

This on-line journal, published gratis by Jamie McKenzie, features regular articles on professional development and provides a separate Web directory of staff development resources. Dr. McKenzie writes regularly for EdWeek and other educational publications.

North Central Regional Educational Laboratory (NCREL)

<http://www.ncrel.org/pd>

This non-profit organization specializes in educational applications of technology to improve learning. Its Web site features a professional development toolkit, video clips from award-winning Professional Development Specialists, a resource center, needs assessments, activities, planning, research, and funding links. NCREL is one of 10 Regional Educational Labs funded by the US Department of Education. Each Regional Lab has a different emphasis, yet all have some activities related to professional development.

The International Electronic Journal for Leadership in Learning (IEJLL)

<http://www.acs.ucalgary.ca/~iejll>

Founded in 1997, this refereed electronic journal is intended for a broad audience of persons interested in leadership and learning. Many articles pertain to professional development in a wide variety of educational and technological settings.

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Dear Reader,

Please take this opportunity to share your views on the Bulletin. The Bulletin reaches a wide audience and we are interested in learning how to make it more useful and interesting. Please make additional copies of this form for other readers if you wish.

If you have questions, please contact Judy David at 703-243-0495 or e-mail: jdavid@pal-tech.com. You may return this form by mail (fold and tape it and add a stamp) or by fax: 703-465-1782. Thank you.

The Head Start Bureau
 Bulletin Development Team

1. How often do you read the Bulletin?
 This is my first time _____ Infrequently _____ About every issue _____

2. The length of the articles is:
 About right _____ Too short _____ Too long _____

3. The level of writing is:
 Just right _____ Too difficult _____ Too easy _____

4. The Bulletin provides information that I can't find elsewhere.
 Agree _____ Somewhat agree _____ Disagree _____

5. How do you primarily use the Bulletin? (check all that apply)
 _____ For keeping myself informed _____ For updates to staff
 _____ For updates to Policy Council _____ For training sessions
 _____ For sharing information with those outside of Head Start

6. Do you pass the Bulletin onto someone else?

_____ Yes _____ No

7. If yes, how many people do you usually give it to? _____

8. Do you access the Bulletin on the Head Start Information and Publications Center Web site (<http://www.headstartinfo.org>)?

Never _____ Sometimes _____ Usually

9. Which articles or parts of this Bulletin did you find most interesting or useful?
(please list top three titles)

10. What would make the Bulletin more useful to you? (check all that apply)

- _____ Tear out sheet listing key points
_____ Article(s) in Spanish
_____ More about Federal policies and initiatives
_____ More about professional development opportunities
_____ More about local programs
_____ More about best practices
_____ More resources
_____ More about regional initiatives

Other (please specify) _____

11. What type of organization are you with? (please check one)

- _____ Head Start preschool program
_____ Early Head Start program
_____ Regional Office
_____ QIC
_____ DS-QIC
_____ State Collaboration Office
_____ Head Start Bureau
_____ Higher education institution
_____ Other early childhood or family services organization
_____ Head Start Research/evaluation project

Other (please specify) _____

12. If you are associated with a Head Start program, what is your position?

- _____ Administration
_____ Management staff
_____ Teaching staff
_____ Family and community partnership staff
_____ Parent
_____ Volunteer

Other (please specify) _____

13. If you have additional comments or suggestions, please share them below:

14. If you are interested in learning more about future plans for the Bulletin, please contact Judy David of the Head Start Bureau Bulletin Development Team or put your contact

information below and we will contact you.

THANK YOU!

Please return your completed survey by mail or fax (703-465-1782) to:

Head Start Bureau Bulletin Development Team
National Head Start Training and
Technical Assistance Resource Center
1901 N. Fort Myer Drive, Suite 301
Arlington, VA 22209

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