

ENEWS

Spring 2022



Created & Distributed by:
City of Madison
Community Development Division
Child Care unit



Monty's Message

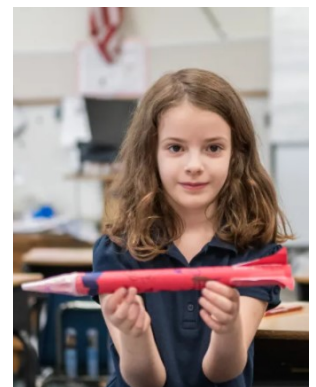
It seems that Spring has finally arrived and the Child Care Unit has been wondering about how we can best support child care programs throughout the City of Madison.

Child Care Specialists are back in programs completing observations and learning more about all of the great work that you are currently and have been doing. We understand that the world of child care in Madison has fundamentally changed over the last few years. We are looking to build upon past relationships, exploring opportunities for new partnerships and continuing to support child care programs to provide the highest possible quality of care.

In the spirit of quality improvement and building long lasting, strong relationships, we ask that you reach out if there is anything we can do to assist you. There is nothing more rewarding than when we see child care programs grow, flourish and meet the high-quality standards created by the City of Madison.

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Training videos available from Wisconsin's Office of Children's Mental Health. Access Free Trauma-Informed Care Video Training Series [here](#).



Accreditation Updates



Mental Health Consultant added to City Child Care Unit

We've added an Infant and Early Childhood Mental Health Consultant (IECMHC) to our team! In April of 2021 we welcomed Amy Alt as a Child Care Specialist and in April of 2022 she is transitioning to the IECHMH consultant role. Amy is looking forward to spending time developing this service to best meet the needs of our early care and education programs in collaboration with our community partners. More information and requests for input will be coming soon.



School Age Section

After School Professionals Appreciation Week
Recognize, appreciate, and advocate for the #HeartOfAfterSchool
April 25-29, 2022
Ideas and Inspiration: <https://naaweb.org/ideas>



4K Section

Congratulations to Eagles Wing, The Early Learning Campus at Madison College, and Reach Dane South for being selected as Full Day 4K Community locations in partnership with MMSD!



Congratulations to our newest accredited child care program, Leap Academy of Madison!



Leap Academy may have endured the lengthiest path to accreditation having started the process in April of 2019, working diligently through the COVID-19 health pandemic, and finally three years later on March 24th, 2022 officially became a City of Madison accredited program.

Leap Academy, located on Madison's east side was opened in 2018 after the owner, Maria acquired a previous child care program in the location. At Leap Academy the staff strive to ensure each child feels safe, welcomed and nurtured, as well as to become partners with families in their parenting journey. At Leap Academy you'll find staff who are well supported and nurtured themselves by a strong administration team. A few highlights from Leap Academy include their commitment to education, with almost all of their staff currently enrolled in credit based education! Children at Leap Academy are provided with a wide range of healthy, made from scratch meals, including the babies who enjoy organic baby food purees made onsite. Leap Academy currently has 8 classrooms with a total enrollment of 69 children. Please help us in welcoming Maria (Owner), Chandra (Director) and their team to the City of Madison's community of accredited child care programs.



Cheryl Heiman & Red Caboose

The Capital Times interviewed Cheryl Heiman on her 47 years in the child care field. Complete article [here](#). Congratulations to Cheryl Heiman and Red Caboose.



Developmentally Appropriate Practice – What does it mean anyway? A Look into NAEYC’s 4th Edition of DAP

Early childhood educators throughout our Madison community, the state and even the nation are tasked each day with ensuring they plan and implement *developmentally appropriate* learning experiences and activities that support the growth and development of each child. But, **what does it actually mean to be developmentally appropriate** and who gets to decide?

Developmentally appropriate practices (DAP) evolve over time based on research and new understandings in the field and as such, NAEYC has published the 4th edition of Developmentally Appropriate Practice in Early Childhood Programs providing the field with guidance on how to make decisions about our approaches to teaching young children. NAEYC has defined DAP as, **“Methods that promote each child’s optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning.”** Notice the inclusion of a play-based approach. There are many types of play and in this case our play based methods must be implemented through intentional planning and preparing of the environment, thoughtful and purposeful adult interactions and engagement, as well as the creation of play provocations or invitations to play. The key components of play as described by NAEYC include ensuring there is CHOICE, WONDER, and DELIGHT. *Take time to reflect with your team about what play-based learning looks like in your program. How do teachers prepare for play? What do you notice about children when they are engaged in play? How much time each day are children provided to engage in deep levels of play?*

“Methods that promote each child’s optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning.”



NAEYC also provides a set of principles that support intentional decision-making about teaching and learning practices. *Reflect on these guidelines with your team to learn which are most meaningful to individual teachers, what they look like in action, and what resources may be needed to support professional growth and development.*

1. Development and learning are dynamic processes that reflect the **complex interplay between a child’s biological characteristics and the environment**, each shaping the other as well as future patterns of growth.
 2. **All domains of child development are important** with each domain supporting and being supported by the others.
 3. Play promotes joyful learning that fosters self-regulation, language, cognitive and social competencies as well as content knowledge across disciplines. **Play is essential for all children**, birth through age eight.
 4. Although general progressions of development and learning can be identified, **variations due to cultural contexts, experiences, and individual differences must also be considered.** (NOTE: Recognize individual differences and avoid trying to fit children into preset boxes. Be aware of developmental norms while understanding that everyone develops at their own pace. A mind shift from thinking of development as “stages” that have rigid boundaries to “waves” with overlapping boundaries may help us to think more flexibly about when milestones should occur, recognizing that development occurs differently across domains, quicker in some and slower in others).
 5. **Children are active learners** from birth, constantly taking in and organizing information to create meaning through their relationship, their interactions with their environment, and their overall experiences.
- Continued on Page 4.*

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6. Children’s motivation to learn is increased when their learning environment fosters their sense of belonging, purpose, and agency. **Curricula and teaching methods build on each child’s assets by connecting their experiences in the school or learning environment to their home and community settings.**

7. Children learn in an integrated fashion that cuts across academic disciplines or subject areas. Because **the foundations of subject area knowledge are established in early childhood**, educators need subject-area knowledge, an understanding of the learning progressions within each subject area, and pedagogical knowledge about teaching each subject area’s content effectively.

8. Development and learning advance when children are challenged to achieve at a level just beyond their current mastery and when they have **many opportunities to reflect on and practice newly acquired skills.**

9. Used responsibly and intentionally, **technology and interactive media can be valuable tools for supporting children’s development and learning.**



A deep exploration of NAEYC’s DAP revisions allows us to see that the concept of DAP itself does not change but the way we explain and understand it does. The 4th edition draws attention to:

The power of relationships. Building and sustaining strong connections with children and their families lays the foundation for learning. *How do you build and sustain relationships with families?*

Social, cultural and historical context must be at the center. Development occurs within the context of social, cultural and historical aspects of **children AND teachers** experiences. Learning environments must incorporate, appreciate, and draw connections to the lived experiences of children and their families. Time must be taken to examine the impact of teachers lived experiences on their work with children. *Consider the efforts you make to learn about each child’s life outside of your program and how this knowledge informs decisions about materials, curriculum, environment or policies. Reflect on your own beliefs, values, and experiences and wonder how these influence your interactions and expectations.*

Reframing “best practice.” Too often the term “best practice” is used while lacking a clear definition, leading to misunderstanding and misapplication. NAEYC offers that “best practice” is replaced with **quality practices informed by evidence, research and professional judgement**. The idea that there is one right way to teach is removed and encourages teachers to adapt and respond to the children they are currently working with while using practices that embrace and build on the assets that each child brings to the learning community. *How do you individualize planning for the materials, activities, and arrangement of your environment or the thoughtful interactions you will have to engage each child?*

Interested in learning more? Check out these resources:

[Developmentally Appropriate Position statement](#)

[Core Considerations to Informed Decision Making](#)

[Recommendations for Implementing DAP](#)

[Recommendations for Programs](#)

4-C Training Opportunities

Professionalism - Who Are You? (NEW CLASS!!)

May 5th, 2022 6:30 p.m. - 8:30 p.m.

In this training, we honor the skills it takes to do the work of an early childhood educator and discuss who we are as professionals. Deep dive into developmentally appropriate practices, identify what that looks like for each ECE professional, and take the opportunity to embrace the world of early education as an educator, not just “someone who watches kids”. Working in early childhood goes far beyond providing a space where a child can “hang out”. There are intentional practices that are happening behind the scenes and this is a chance to support and honor that work.

Hours: 2 Cost: \$23 Registry #873616



CPR/AED (In-Person at 4-C)

May 3rd, 2022 6:00 p.m. - 9:00 p.m

June 7th, 2022 6:00 p.m. - 9:00 p.m

This CPR/AED class uses the American Red Cross curriculum and covers adult, child, and infant CPR procedures as well as AED (Automated External Defibrillator) use, barrier device usage, and relief of choking for all ages. Certification is good for two years.

This class does not require mouth to mannequin contact. Precautions are taken to prevent the spread of illness among participants. All federal, state, and local mandates are followed.

Click the date above to register. Space is limited to 12 so sign up fast!

Hours: 3 Cost: \$80 Registry #871904



Strengthening Families with Mandated Reporter Training (Virtual via Zoom)

May 18th, 2022, 9:00 a.m. - 12:00 p.m.

Participants will learn about the 5 protective factors and how to build these factors into the early childhood setting. The protective factors have been shown to strengthen family function and be able to identify resources to support families. This training includes the Mandated Reporter Training (aka SCAN-MRT).

NOTE: This event also focuses on the implementation of learning after the training. Participants agree to a 5 - 10 minute post-training survey to identify how the information learned was used in the classroom or program. To celebrate the importance of Family Strengthening, the cost of this class has a reduced fee! :)

Hours: 3 Cost: \$5 Registry #875980



Wisconsin Model Early Learning Standards (In-Person at 4-C)

June 6th and June 25th

This training will provide participants with an in-depth review of the requirements for the developmentally appropriate environments. The materials, learning centers and interactions of the early childhood learning environment will be explored and participants will leave with a greater understanding of a quality learning environment.

Note: A reduced fee is being offered in order to support this learning. Participants agree to a 5-10 minute survey to share how the information learned is used in their program.

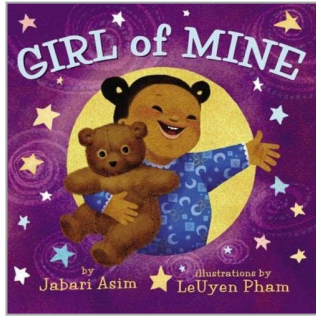
Hours: 18 Cost: \$10 Registry #876934

Go to <https://wiregistry.org/> to register. For assistance with registration or any questions, please feel free to contact training@4-c.org or call 608-271-9181.



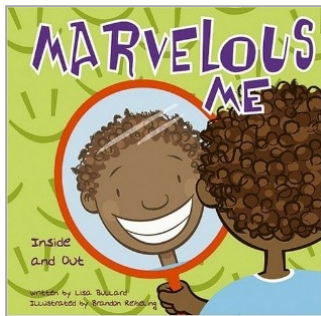
CHECK IT OUT!

If you are interested in receiving a copy of one of the featured books below, please contact your childcare specialist.



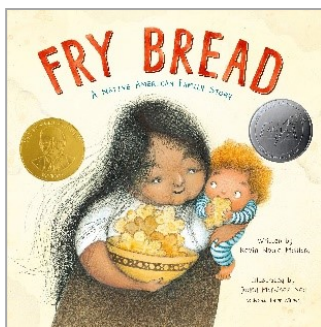
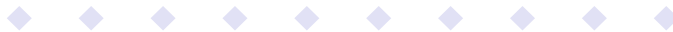
Girl of Mine by Jabari Asim
Age Range: 3 Months to 3 Years

This companion book to *Boy of Mine* shows a dazzling little girl enjoying playtime in the moon's soft glow.



Marvelous Me: Inside and Out by Lisa Bullard
Age Range: 4 - 6 Years

Presenting similarities and differences Alex has with others, *Marvelous Me* will encourage children to embrace the things that make them unique.



Fry Bread: A Native American Family Story by Kevin Noble Maillard
Age Range: 5+ years

Told in powerful verse, *Fry Bread* is an evocative story about family, history, culture, and traditions, new and old.





WYC kids at Shorewood enjoy many new books and materials purchased thanks to grant funds provided by the child care unit.

Do you have a picture you would like to share?

Contact your child care specialist to share your center pictures.



Rosie Baker Scholarship

Current members of WCCAA have access to the Rosie Baker Scholarship!

The WCCAA recognizes that the role of the child care administrator is a challenging one and that center budgets often do not allow for continuing education for administrators. It is the belief of the WCCAA that center administrators can best meet the needs of children when they have the resources to remain current in the field. WCCAA has chosen to establish the Rosie Baker Scholarship in the name of long time member Rosemary Troia Baker, "Rosie", because of her outstanding efforts to provide quality child care for all families, regardless of income, as well as being a constant mentor to fellow administrators and the parents she served.

The Rosie Baker Scholarship is open to any Individual Member of the Wisconsin Child Care Administrators Association. The scholarship fund awards monies for the purpose of training for child care administrative personnel.

Check out the details on our [website](#).



Spring

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Dane County Farmer's Market

The return of the Dane County Farmer's Market to the Capital Square is a sure sign of spring. The market begins on Saturday, April 16, 2022. The Saturday Market runs 6:15 am—1:45 pm through November 12.

The Wednesday Market runs 8:30 am— 1:45 pm April 20 through November 2 on the 200 block of Martin Luther King Jr. Blvd.

<https://dcfm.org/>



To include items in upcoming E-News
please contact Becca Gray
RGray@cityofmadison.com

What's popping up in your neighborhood?

