



## Call for Proposals 2017 Sky's the Limit Conference

Childcare Resources invites you to submit a proposal for the 2017 Sky's the Limit Conference. Our theme for this year is: "Brain Building Challenge: We Need You!" This theme will challenge providers to be more intentional in their daily interactions with children birth – 12 years, because it is directly correlated with brain development and the child's ability to be successful now and later in life.

**Date:** April 29, 2017  
**Location:** Hyatt Regency Hotel, The Wynfrey Hotel, 1000 Riverchase Drive, Hoover, AL 35244  
**Time:** 8:30 am — 3:30 pm

### Submitting a Proposal:

Please carefully read the Instructor Information Guide.  
 All complete proposals **must** include the following forms and attachments:

- Instructor Cover Sheet
- Presentation Application (2 pages)
- Instructor Contractual Agreement
- Instructor Agreement
- Current Resume
- Instructor Outline or Training Presentation
- Copy of handouts
- Pre/Post Assessment (10 Questions)

**\*Only complete proposals will be considered.**

### Timeline of Important Dates:

Resume, Cover Sheet, Application, & Approval Form	February 17, 2017
Instructor Outline and/or Training Presentation, Copy of Handouts, & Pre/Post Assessments	February 28, 2017
Proposals reviewed	March 1-3, 2017
Instructor notified of acceptance	March 6, 2017
W-9/Approved Instructor Honorarium	March 13, 2017

### Proposals can be emailed, mailed or faxed to:

Childcare Resources  
 Attention: Sky's Conference Instructor Proposal  
 244 West Valley Avenue, Suite 200  
 Birmingham, AL 35209  
 205-945-0039 (fax)  
 Valerie Wyatt, vwyatt@ccr-bhm.org



## Call for Proposals 2017 Sky's the Limit Conference

### Conference Theme

**“Building the Brain Challenge: We Need You!”**

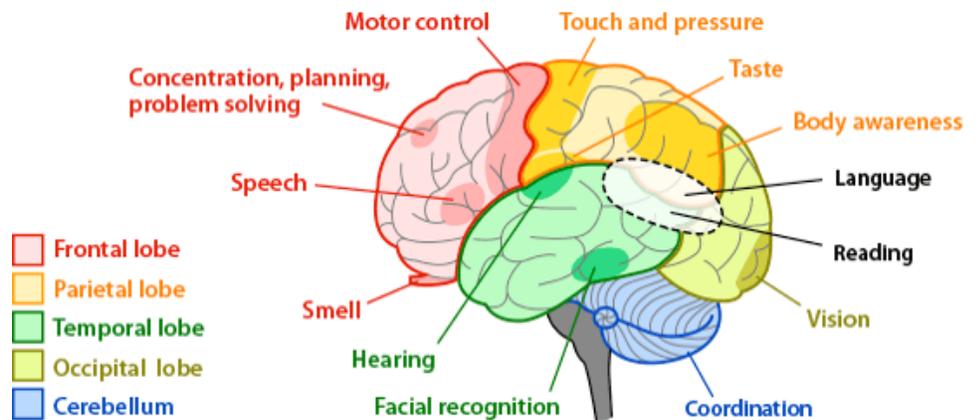
### Training Tracks

- Infants (0-12 months)
- Toddler (1-2 years)
- Preschool (2-4 years)
- School-age (5 and older)
- Administrative (Directors and Family Child Care Owners)

### Training Content

The impact of early neurological development as it relates to:

- Cognitive Development
- Social and Emotional Development
- Physical Development
- Language Development
- Children with Special Needs
- Physical Activity / Play
- Outcomes
- Child Care Management
- Teaching Strategies
- Stress Management
- Parental Engagement and Support



### Training Titles

Instructors are required to create their own training title that is unique to the theme of the conference, training track and training content.

### Goal:

We anticipate 300 attendees for the conference, and we want them to walk away from each session encouraged, excited and motivated to improve the quality of care for our youngest learners.



## Instructor Information Guide

### Presentation Application Review Process

Each training proposal submitted to Childcare Resources for approval must include the following:

- Instructor Cover Sheet
- Presentation Application (pages 1 and 2)
- Instructor Approval Form
- Current Resume
- Instructors Training Outline/ Training Presentation
- Copy of handouts
- Pre/Post Assessment (10 Questions)

A confidential review of the training will be conducted by two Childcare Resources' Instructor Committee team members. **Incomplete proposals will not be reviewed and will be denied.** Instructors will be contacted by Childcare Resources if proposal is selected. An Instructor Agreement and W9 will be completed at that time. Childcare Resources agrees to pay the contractual Instructor Honorarium for each session presented. Checks will be mailed approximately two to three weeks after the training.

### Instructor Requirements for Training Levels

#### Basic Training

Instructor will have a CDA or Associate Degree in Child Development and 3 years successful experience in an early childhood program, family child care, or school age program.

#### Intermediate Training

Instructor will have a Bachelor's Degree in Child Development and 2 years successful experience in an early childhood program, family child care, or school age program.

#### Advanced Training

Instructor will have a Master's Degree in Child Development and 2 years successful experience in an early childhood program, family child care, or school age program.

#### Specialty Training

Instructor will have a Bachelor's or Master's Degree in specific area of study and 2 years successful experience in that field with the ability to apply the information to the field of early care and education.

### Target Age Group

Childcare Resources has identified the following definitions for target age groups.

- **Infant** (birth to 12 months)
- **Toddler** (1 and 2 year olds)
- **Preschool** (3 and 4 year olds)
- **School Age** (5 to 12 year olds)
- **All** (applies to Infants, Toddlers, Preschoolers, School-age children)

## **Training Levels for Presentation**

Childcare Resources has identified the following levels of training.

### **Basic**

Most appropriate for entry level professionals who are new to early childhood and/or school-age care.

### **Intermediate**

For professionals who have at least 2 years of experience and 120 hours of training in child development and are moving toward more formal education.

### **Advanced**

For professionals who have at least 3 years of experience and 30 credit hours in child development. Advanced level training focuses on a more thorough knowledge of developmentally appropriate practice and highly effective application and demonstration of skills.

### **All**

For professionals of all levels of education and experience.

## **Training Content Areas**

Each training presentation must fall into one or more of these content areas in order for approval to be granted by Childcare Resources.

### **Alabama Pathways Core Knowledge Areas**

- Child Growth and Development
- Child Observation and Assessment (Planning for Individual Needs)
- Diversity
- Health, Safety and Nutrition
- Interaction with Children, Families and Communities
- Learning Experiences and Enrichment
- Management and Administration
- Personal and Professional Leadership Development

### **Child Development Associate (CDA) Content Areas**

- Planning a safe, healthy environment to invite learning
- Steps to advance children's physical and intellectual development
- Positive ways to support children's social and emotional development
- Strategies to establish productive relationships with families
- Strategies to manage an effective program operation
- Maintaining a commitment to professionalism
- Observing and recording children's behavior
- Principles of child development and learning

### **DHR Minimum Standards Training Areas**

- Administration and Management
- Child Development
- Health, Safety and Universal Precautions
- Language Development
- Positive Guidance and Discipline
- Quality Child Care and Licensing
- The Child Care Professional and the Family

## Child Care Development Fund (CCDF) Training Areas

13. Promoting the social, emotional, physical, and cognitive development of children, **including those related to nutrition and physical activity, using scientifically-based, developmentally appropriate and age appropriate strategies**
14. Caring for children in geographic areas with significant concentrations of poverty and unemployment
15. Implementing behavior strategies, including positive behavior interventions and support models that promote positive social and emotional development and reduce challenging behaviors, **including reducing expulsions of preschool-aged children for such behaviors**
16. Engaging parents and families in culturally and linguistically appropriate ways to expand their knowledge, skills and capacity to be meaningful partners in supporting their children's positive development
17. Understanding early neurological development
18. Using data to guide program improvement
19. Supporting positive development of **school-age children**
20. Improving the quality of programs and services for **infants and toddlers**

## Guide for Learning Outcomes and Learning Outcome Activities

### Writing Learning Outcomes

Learning outcomes specify what the learner will know or be able to accomplish after the training has been completed. All approved training presentations must include learning outcomes that are observable, can be measured, are focused on the learner, and identify what is to be learned. Training presentations should have one learning outcome.

### Examples of Learning Outcome Statements:

The learners will identify factors that contribute to common discipline problems.  
The learners will demonstrate proper hand washing techniques.  
The learners will list the benefits of dramatic play centers.

### Sample Action Verbs for Outcome Statements:

list	describe	design	identify
create	demonstrate	select	write
plan	examine	draw	solve
rate	outline	organize	discuss

### Please Do Not Use:

learn          know          realize          understand          decide          participate

## The Importance of Active Learning as a Training Strategy

Approved training must include activities that emphasize **active involvement** by the participants. Adults learn best when they have opportunities to assimilate new information and **practice** the skills they are learning. Active involvement enhances the training experience for the participant and allows the instructor to assess whether learning outcomes have been achieved.

### Examples of active learning strategies include:

Group Discussions	Brainstorming	Role Plays	Demonstrations
Review games	Hands-On activities	Task groups	Projects

# Sample Instructor Training Outline

## Which Way Do I Go?

### Choosing the Right Road to Positive Guidance & Discipline

2.5 Hours / Basic

**Learning Outcome** – The participants will identify solutions to discipline and transition problems. The participants will list 5 positive changes he/she will make in the classroom.

#### I. Opening Activity – Complain Train

Each participant will receive a train car cutout. The participants will write on his/her train car one behavior/transition situation in the classroom that really bothers them. The participants will share his/her complaints with the whole group and post his/her train car on the wall to form a Complain Train. We will come back to this “Complain Train” later in the training.

#### II. Dealing with Discipline

A. The participants will be asked to define the word “discipline”. Responses will be written on a flip chart. The trainer will summarize definitions by saying the following.

Discipline teaches correct behavior, it focuses on future behavior, and gives children a sense of security, self-control, wisdom, and positive self-esteem.

B. The participants will be asked to think of reasons children misbehave. After participants have had a chance to answer, the trainer will show poster with the following answers. Children misbehave because they do not know the rules, inconsistent daily routine/schedule, activities are not developmentally appropriate, too much waiting time, curiosity, crowded or disorganized room arrangement, inappropriate teacher expectations, etc.

C. The participants will fill-in-the-blanks on the handout “Seven Effective Discipline Strategies” while the trainer reads the correct answer. There will be a discussion about the appropriate age ranges for each strategy.

D. The trainer will discuss the handout “Tips for Discipline”.

#### III. Positive Guidance

A. The participants will be asked to define the word “guidance”. Responses will be written on a flip chart. The trainer will conclude the definitions by saying the following.

Guidance reinforces correct behavior, it focuses on today and tomorrow and the future, gives children a sense of security, patience, self-control, positive self-esteem, and wisdom.

B. The participants will be asked to think of ways to positively guide children when they misbehave. After participants have had a chance to brainstorm ways, the trainer will go over the following handouts.

1. The trainer will discuss the handout “Guiding Children When They Misbehave”. This handout discusses common behavior problems and possible solutions for each discipline type.
2. The participants will fill in the answers to the handout “Prevention is the Key” handout while the trainer reads the answers.

C. The participants will divide up into small groups. Each group will be given a card with a negative statement. The small groups will be asked to turn the negative statement into a positive statement.

#### **IV. Turning Into Transitions**

- A. The participants will be asked to discuss their most difficult transition time(s) during the day. The trainer will then lead a large group discussion on different types of transitions and why they are important in the classroom. The trainer will discuss when transitions are used and how well-planned transitions can cut down on behavior problems.
- B. The participants will fill in the answers to the handout “Mission: Transition” while the trainer reads the answers.
- C. The trainer will briefly discuss different transition activities.
- D. The participants will participate in the following transition activities. (See the “Transition Activities” handout for details of the activities.)
  - \*Story Circle
  - \*Oh, I Wish I Were a Little... song
  - \*Grandpa’s Glasses chant

#### **V. Schedule & Activity Planning**

- A. There will be a discussion about the importance of having a daily schedule and planned activities for children you teach. The trainer will discuss how children benefit from having good classroom management. If needed, the trainer will point out that “children have a short attention span and therefore, it minimizes waiting periods, lessens the chance of disruptions in the classroom, etc”.
- B. There will be a discussion about the “Activity Planning” handout.

#### **VI. Put the Train Back on Track**

- A. The participants will get a train car back, but not necessarily the one he/she wrote on. They will each brainstorm a possible solution to the discipline and transition problem listed on the other side of the train. The participants will exchange train cars two more times with other participants. The participants will continue to add a different solution to the car. After each train car has three possible solutions on it, the participants will exchange cars for the last time. The participants will share the solutions and/or strategies with the large group and then put the train cars back on the wall to make the “Guidance Train”.
- B. Participants will list 5 positive changes he/she will make.

#### **VII. Closing**

The training will conclude with the trainer reading “An Apple for the Teacher Proverbs” and the “Children Learn What They Live” poem.

#### **VIII. Evaluations/Questions/Comments**



### Instructor Cover Sheet

Thank you for your interest in presenting for Childcare Resources. Please complete the checklist below and submit with your proposal.

Instructor Name: \_\_\_\_\_

Training Presentation Title: \_\_\_\_\_

Your proposal needs to contain the following documentation:

- Instructor Cover Sheet
- Presentation Application (2 pages)
- Instructor Approval Form
- Current Resume
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- Copy of Handouts
- Pre/Post Assessment (10 Questions)

Childcare Resources Internal Use

Date Proposal Submitted \_\_\_\_\_ Date Proposal Reviewed \_\_\_\_\_

Reviewer #1 \_\_\_\_\_

Reviewer #2 \_\_\_\_\_

Proposal Accepted Yes No Date Instructor Notified \_\_\_\_\_



# Presentation Application (page 1)

Date Submitted: \_\_\_\_\_

**Sponsoring Agency** Childcare Resources  
**Agency Address** 244 West Valley Avenue, Suite 200  
 Birmingham, AL 35209  
**Telephone** 205-945-0018

**CCR Contact** Catrice Pruitt  
**E-mail** cpruitt@ccr-bhm.org  
**Telephone** 205.945-0018 x322

List all Instructors (attach resumes)

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Training Presentation Title:

**Total Contact Hours:** 1.5 \_\_\_\_\_  
**Date of Presentation:** \_\_\_\_\_  
**Time of Presentation:** \_\_\_\_\_  
**Presentation Location** \_\_\_\_\_

Training Level: \_\_\_\_\_

Basic \_\_\_\_\_ Intermediate \_\_\_\_\_ Advanced \_\_\_\_\_

Target Age Group:

Child Care Development Fund Training Areas:

Infant \_\_\_\_\_ Toddler \_\_\_\_\_ Preschool \_\_\_\_\_  
 School Age \_\_\_\_\_ All \_\_\_\_\_

Item Number (s) \_\_\_\_\_ (refer to page 5)

### Alabama Pathways Core Knowledge Areas

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- Strategies to manage an effective program operation
- Maintaining a commitment to professionalism
- Observing and recording children’s behavior
- Principles of child development and learning

### DHR Minimum Standards Training Areas

- Administration & Management
- Child Development
- Child Care Professional & Family
- Health, Safety & Universal Precautions
- Language Development
- Positive Guidance & Discipline
- Quality Child Care & Licensing



## Presentation Application (page 2)

1. Give a brief, two to three sentence description of your presentation **to be used in the registration booklet.**

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2. List your learning outcomes.

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3. List the activities you have planned to meet your learning outcomes.

*(Attach a detailed instructor training / outline of your presentation, including introduction, icebreaker content and closing. Brief or vague outlines will not be approved.)*

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4. List the materials you will use in presenting your training. *(Attach a copy of all handouts.)*

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5. Give a brief description of presentation format (lecture, hands-on activities, small group discussion, etc.).

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6. Requests for the learning environment.

*(Please note that instructors are required to provide their own media equipment and that access to the internet may or may not be available.)*

- |   |   |
|---|---|
| <input type="checkbox"/> Chairs           | <input type="checkbox"/> Tables and Chairs      |
| <input type="checkbox"/> Instructor Table | <input type="checkbox"/> Other (please explain) |
| <input type="checkbox"/> Screen           |   |

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## Instructor Approval Form

Date: \_\_\_\_\_

Instructor Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Place of Employment: \_\_\_\_\_

Employment Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**Biographical Data**

A resume is required for each instructor. Please indicate your relevant education and work experience, as well as expertise on the subject for which you will be presenting. Include any additional information as necessary.

**Credentials and Degrees**

Please list all credentials and degrees.

	Area of Study	Institution
Diploma		
Associate Degree		
Bachelor Degree		
Master Degree		
Doctorate		

Briefly describe your relevant education and work experience as it relates to the teaching of your topic.

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