



Dear Audioconference Participant:

These are the supplemental materials for *Growing Your Own: Building Qualified Staff from the Inside Out*, the first audioconference in our EHS NRC Infant & Toddler 2001 Summer Audioconference Series. The following set of master copies includes faculty biographies, a resource list, handouts and the audioconference evaluation. If you are participating in the call individually, use this information to supplement your learning and to evaluate the experience. If you are participating with a group via speaker phone, please make enough copies to distribute to each person who attends.

You may want to look at the “Applying the Information” handout before the conference begins. This handout is designed to help you think of specific questions to consider as you listen that have particular meaning for you and your program.

*Responses on evaluations are critical to our success and continuing improvement!* As we develop the Distance Education program for next year, we want to make the best possible decisions about how to make it effective and useful. Your comments give us critical firsthand information. Please return evaluations to:

Amanda Perez  
Early Head Start National Resource Center @ ZERO TO THREE  
2000 M Street, NW  
Suite 200  
Washington, DC 20036  
fax: (202) 638-0851

If you have questions, please feel free to contact me. My phone number is (202) 638-1144 x640. Enjoy the program!

Sincerely,  
*Amanda Perez*  
Amanda Perez  
Senior Program Associate

# Objectives and Agenda

## *Growing Your Own: Building Qualified Staff from the Inside Out*

### Objectives

During this audioconference, panelists will:

- Explore barriers and challenges in identifying and hiring “ready-made” staff qualified to work with infants and toddlers, as described in the HSPS
- Hear strategies used by programs that are successful in working with and motivating staff to develop their expertise and skills through training and education opportunities

### Agenda

*Please call in five minutes before the audioconference is scheduled to begin.*

2:00 PM EDT/AST

Welcome

Panel Introductions

Panel Discussion

3:00 PM EDT/AST

Open the phones for Question and Answer

At this time, the operator will give instructions for dialing in with questions.

Concluding Words

\* These times are given in Eastern Daylight and Atlantic Standard time.

## **Faculty Biographies**

### ***Growing Your Own: Building Qualified Staff from the Inside Out***

#### **Melissa Velez, Moderator**

Infant/Toddler & Program Specialist  
Great Lakes Head Start Quality Network  
2239 S. Layton Boulevard  
Milwaukee, WI 53215  
e-mail: [velezm@cesa5.k12.wi.u](mailto:velezm@cesa5.k12.wi.u)

Melissa Velez brings a wealth of experiences as a direct service provider, a Head Start Center Director, an Early Childhood Instructor with the State of Wisconsin, a bilingual CDA Advisor, and a trainer and technical assistance provider to this call. As an Infant/Toddler and Program Specialist with the Head Start Quality Improvement Center in Region Va, Ms. Velez has supported programs in developing systems for professional development that are meaningful to the individuals impacted by them, are aligned with particular resources available in the community, and are reflective of the programs' core mission and values. In addition, Ms. Velez has been active in the State of Wisconsin's early childhood infant and toddler credentialing program and the Portage Project's Family Service Credential. Ms. Velez is a frequent trainer and presenter at conferences, with particular interest in organizational development, cultural issues in Early Head Start programs and bilingual language development. She has a Master's degree in Exceptional Education from the University of Wisconsin.

#### **Ellen Pezo**

Migrant and Seasonal Head Start Program Director  
Economic Opportunity Commission  
1030 Southwood Drive  
San Luis Obispo, CA 93401  
e-mail: [epezo@eocslo.org](mailto:epezo@eocslo.org)

Ellen Pezo is an example of what can happen as programs "grow their own." She began at the Economic Opportunity Commission as a Head Start and Migrant Services Head Teacher, serving for ten years in that role. Eventually, she became the Regional Manager for the Migrant Head Start program, and then the Educational Specialist for that program, before accepting a position as the Regional Program Director in 1998. In that role, she co-administers and supervises the Migrant and Seasonal Head Start program in eight counties in California, serving 1005 children, ages birth to five years. As part of this program, the Economic Opportunity Commission has established partnerships with Family Child Care providers who are contracted to work with enrolled children ages birth to two years. In her oversight of this program, Ms. Pezo established comprehensive pre-service and in-service training for program staff, seeing staff development as a critical element of quality service delivery. She has a degree in Child Development from California Polytechnic State University in San Luis Obispo.

## **Cindy Schaumberg**

Executive Director and Clinical Supervisor  
Families in Partnership Early Head Start  
P.O. Box 762  
Libby, MT 59923  
e-mail: fipcindy@yahoo.com

Several years after getting her Bachelor's Degree in Secondary Education, Cindy Schaumberg went back to school to get a Master's Degree in Social Work, expecting to leave a career in education behind. However, as Executive Director and Clinical Supervisor for Families in Partnership, she devotes much of her attention and effort to supporting staff in developing new skills to enhance their work. She and her staff serve an extraordinarily rural community, where they are the only program serving young children and families within an 100-mile radius. This presents unique challenges in both finding staff and ensuring that they get the staff development experiences that they need to provide quality services and obtain important credentials. Ms. Schaumberg has returned to the classroom as an adjunct professor with the Flathead Community College, serving as faculty within an early childhood program created by FIP in partnership with Flathead. A clinical social worker, Ms. Scahumberg is licensed by the state of Montana and certified by the state of Idaho. Prior to coming to FIP, she served as a home health medical social worker and family counselor.

## **Kim Young-Kent**

Executive Director  
Tri-County Child and Family Development Council  
PO Box 3338  
800 Milwaukee Ave.  
Evansdale, IA 50707-3338  
e-mail: Kyoungkent@aol.com

As the director of the Tri-County Child and Family Development Council, Kim Young-Kent administers Head Start and Early Head Start programs serving 808 children at several different sites. While Early Head Start is relatively new to her community, Head Start has a long history there. Ms. Young-Kent builds on that history to develop a program offering quality and seamless services for enrolled children ages birth to five years. Attending to staff development issues, she engaged Head Start's long-time community college partner to develop an innovative Associate's degree program for her staff and others with early childhood interest in the community. Ms. Young-Kent currently serves as the president of the Region VII Head Start Association, having completed terms as the president of the Iowa Head Start Association and as a board member for the National Head Start Association. She served on the Governor's Task Force for Early Care and Education in the state of Iowa from 1999-2000. She holds a Master's in Education from the University of Northern Iowa.

## Applying the Information

### *Growing Your Own: Building Qualified Staff from the Inside Out*

In Early Head Start and Migrant and Seasonal Head Start programs, the success of the program centers on the relationships that staff build with families and children. Human resources are the most important resources a program has! But in a time when it is so challenging to hire staff with expertise in work with infants, toddlers and families, how is your program finding and making the most of important human resources? Before or as you listen to this audioconference, consider the questions below. Then, after the audioconference, individually or as a team consider how you might use the ideas you hear on the audioconference or draw from the supplemental materials to enhance your success in *growing your own*:

**What are the major challenges in your community to recruiting, hiring and maintaining staff (low unemployment rate; pay scale; etc.)?**

***For individuals: what are your personal staff development experiences and goals?***

- What would you like more information or training on to enhance your work?
  
- In the past year, what training opportunities have you participated in (including supervision, mentoring, orientation, inservice trainings, conferences, college courses for which you received support from the program, etc.)?
  
- What are your professional development goals for the next two years (promotion within your program, CDA credential, classes toward a college degree, etc.?) Five years?
  
- If you are not participating with a group, make a plan! How will you raise your needs and goals with your supervisor or mentor?

***Growing Your Own: Building Qualified Staff from the Inside Out***

Applying the Information, page 2

***For groups and/or managers: Describe your program's current staff development plan:***

- How are staff needs identified and recorded? Is this done on a regular basis?
- How are training needs of staff prioritized?
- What training options are available to staff (supervision; mentoring; preservice trainings; inservice trainings; conferences; college courses; etc.)?
- What percentage of staff working with children have a CDA credential?  
A college degree?
- How do the management systems at your program (planning, communication, reporting record-keeping, self-assessment, monitoring) support your staff development planning?
- What community partners do you work with in planning and doing staff development activities?
- In two years, what would you like to see as a regular part of your staff development plan (a PITC-certified trainer on staff; a CDA advisor on staff; computers available for distance education courses; a beginning relationship with the local college; etc.)

**Strategies from panelists:**

**Questions for panelists:**

**Make a plan!** How will you use what you heard on the audioconference and what you know about the community you serve to reach the goals you set?



# National Child Care Information Center

243 Church Street NW, 2nd Floor

Vienna, Virginia 22180

Phone: (800) 616-2242 Fax: (800) 716-2242 TTY: (800) 516-2242

World Wide Web: <http://nccic.org>

## DISTANCE LEARNING

This listing of distance education opportunities available to early childhood learners was compiled by the National Child Care Information Center. Staff and administrators must explore possibilities to see which offer high quality programs that are best suited to meet their needs. Distance education opportunities are available in many formats. The following are examples of different methods and approaches to distance learning.

### Correspondence Courses

#### ■ **California College for Health Sciences (CCHS)**

222 West 24th Street

National City, CA 91950

800-221-7374 or 619-477-4800

World Wide Web: <http://www.cchs.edu/>

CCHS is a nationally accredited, degree-granting institution which offers an Associate of Science Degree in Early Childhood Education, entirely via correspondence. The College has courses in child development, program planning, and administration. CCHS has organized the degree programs to mesh with national certification programs for early childhood professionals such as the Child Development Associate (CDA) credential of the Council for Early Childhood Professional Recognition and the Child Care Professional (CCP) credential of the National Child Care Association. These credentials can be credited toward completion of the Associate of Science degree. The program is accredited by the Commission of Career Schools and Colleges of Technology and the Commission of the Distance Education and Training Council.

#### ■ **CARE Courses**

P.O. Box 10526

McLean, VA 22102-8526

800-685-7610

World Wide Web: <http://www.carecourses.com>

CARE Courses, a correspondence school for child care providers, offers training to help childcare providers obtain their Child Development Associates credential (CDA) or Certified Childcare Professional (CCP) as quickly as possible while, at the same time, helping them to better understand their children and business. Many states also allow childcare providers to use our courses for their annual clock hour requirements. Information is available on each state's requirements at <http://www.carecourses.com/states.htm>.

#### ■ **The North American Progressive Montessori Teacher Training Centre**

13469 27<sup>th</sup> Ave.

Surrey, British Columbia V4P1Z1

Canada

877-531-6665

World Wide Web: <http://www.montessoritraining.net>

The North American Progressive Montessori Teacher Training Centre is registered with the Private Post-Secondary Education Commission, the National Association of Career Colleges, and the International Montessori Council. It offers distance learning courses for early childhood educators desiring to obtain their Montessori Teaching Diploma. Students can enroll in the correspondence course at any time. The program is divided into three separate segments. Each segment must be completed within a two-month period, for a total of approximately seven consecutive months. Students enrolled in the correspondence course receive the identical manuals and instructional materials as those provided to local students at the Vancouver Training Centers.

■ **Professional Career Development Institute (PCDI)**

430 Technology Pkwy.  
Norcross, GA 30092  
800-223-4542

World Wide Web: <http://www.pcdi.com>

PCDI offers the Professional Child Day Care Program, an 18-lesson home study course, and the Teacher Assistant Program. These courses are accredited by the Accrediting Commission of the Distance Education and Training Council, a nationally recognized accrediting agency for distance learning schools sponsored by the U.S. Department of Education. Additional information is available on the Web at <http://www.pcdi-homestudy.com/courses/az/>.

## Internet/Web-based Courses

■ **Concordia University**

Human Services and Professional Development  
275 Syndicate Street North  
St. Paul, MN 55104-5494  
800-211-3370

World Wide Web: <http://www.csp.edu>

Concordia University offers both an online Master of Arts in Education with an early childhood or school-age care emphasis and a Baccalaureate Degree in child development. After a five-day residency on the campus of Concordia University, students can complete the degree from their home.

■ **Learning Options**

World Wide Web: <http://www.learningoptions.org>

Learning Options is a Web-based distance learning campus that offers courses on early education to meet the needs of early childhood professionals and parents. Many courses meet state training requirements as well as apply toward (CDA) training requirements. Learning Options also offers an Associate of Applied Science Degree Program (AAS) in early childhood education.

■ **MindEdge**

100 Tower Office Park, Suite M  
Woburn, MA 01801

World Wide Web: <http://www.mindedge.com>

MindEdge offers a comprehensive catalog of online and traditional classroom-based courses, supported by in-depth search functionality available on the Internet. Prospective students can search through thousand of courses using various functions, including: price, zip code, student rating, provider, date, level of education, degree/certification, category, delivery method and keyword. Information about child care courses is available on the Web under “Medicine/Health.”

■ **Pacific Oaks College and Children’s School**

Office of Admissions  
5 Westmoreland Place  
Pasadena, CA 91103  
800-684-0900

World Wide Web: <http://www.pacificoaks.edu>

Pacific Oaks College offers upper division classes online. Students can earn a BA degree in human development, a post-graduate certificate in early childhood education, a teaching credential in early childhood special education, and optional specialization’s in child care, early childhood education, or infants and toddlers. All online degree students are required to take at least two classes on-site.

■ **Western Washington University**

Woodring College of Education  
Human Services Department  
Miller Hall 403  
Bellingham, WA 98225-9087  
360-650-7487

World Wide Web: <http://www.wce.wvu.edu/depts/hs>

Western Washington University offers courses that concentrate on family services and birth-to- three for early childhood workers. Classes were developed in collaboration with Head Start and Early Childhood Education and Assistance Program (ECEAP) representatives. Students receive a certificate when all six courses have been successfully completed. These classes will be delivered through the Human Services Cybersite. The general public can see how this discussion takes place by visiting the sample class on the Web at <http://www.wce.wvu.edu/sample>.

## Interactive Media Courses

### ■ **eForeverLearning, Inc.**

442 Tampa Dr.

Nashville, TN 37211

800-525-4401

World Wide Web: <http://www.eForeverLearning.com>

eForever Learning Inc. delivers effective training through up-to-date, user friendly, computer-based interactive multimedia and through classroom workshops held in many cities in North America. Computer-based CD-ROM multimedia training creates an interactive environment with the student. It is unlike video training in that the student participates in the learning activity. If a student does not understand a portion of the material, the computer brings them back for a second review.

### ■ **SUNY Early Childhood Education and Training Program**

State University Plaza

Albany, NY 12246-0001

888-399-0549

SUNY Early Childhood Education and Training Program offers videoconference training on various topics at several sites in New York. The program consists of a live broadcast, discussions with panelists, activities, resource materials, and training.

### ■ **University of Wisconsin-Extension**

702 Langdon Street

Madison, WI 53706-1487

608-262-3465

World Wide Web: <http://www.uwex.edu/disted/catalog/>

The University provides distance education programs via video teleconference in remote locations throughout the state. A wide variety of courses are offered.

## Satellite Training Courses

### ■ **HeadsUp!**

National Head Start Association (NHSA)

1651 Prince Street

Alexandria, VA 22314

800-438-4888

World Wide Web: <http://www.heads-up.org>

HeadsUp! is a collaborative effort that provides parents and early childhood educators with frontline training and professional development. Currently, training programs are televised 12 times a month via satellite to agencies that subscribe to HeadsUp! Programs cover topics including health and safety, the legal aspects of hiring and recruiting, and creating developmentally appropriate classrooms.

*HeadsUp! Reading* is a new distance-learning college course delivered via satellite that is supported and expanded by information available on the Web. In addition to the many training sites in 7 participating states (CA, FL, IL, MO, ME, OH, and PA) *HeadsUp! Reading* has approximately 500 sites in the other 42 contiguous states (the satellite signal cannot reach Alaska or Hawaii at this time), including colleges and universities. Additional information is available on the Web at <http://www.huronline.org>.

- **University of Cincinnati (UC)**  
Early Childhood Learning Community (ECLC)  
800-410-8292  
World Wide Web: <http://www.ucollege.uc.edu/eclc>

ECLC is a new AA degree program via satellite TV and the Internet. Two-thirds of each course is delivered satellite to the Head Start center. The other one third of each course is interactive and personalized, putting the student in touch with an instructor through the Internet. ECLC meets Federal requirements as identified in the Head Start Reauthorization. Programs to be added in the near future are certificates in administration, family advocacy, infant and toddler care, and school-age care. All course work will count toward a Baccalaureate degree in early childhood education. ECLC is a partner in the HeadsUp! Network.

## Television/Video Courses

- **Annenberg/Corporation of Public Broadcasting Project (CPB)**  
P.O. Box 2345  
South Burlington, VT 05407-2345  
800-532-7637  
World Wide Web: <http://www.learner.org>

The Annenberg/CPB Project is a video series and Public Broadcasting Station broadcast on developmental education and care from birth to five called *The Whole Child: A Caregiver's Guide to the First Five Years* (available in both Spanish and English). A textbook, student guide, faculty guide, and parent guide are available to use with the series. It is a complete curriculum adaptable for the Child Development Associate credential and teacher certification, and can be licensed as a college telecourse for distant learners. For further information about how this series can be licensed and accessed as a college telecourse, contact the Adult Learning Service at 800-257-2578 or on the Web at <http://www.pbs.org/als/>.

- **Indiana's Child Care Collection**  
TC 210  
Ball State University (BSU)  
Muncie, IN 47306-0655  
765-285-7369  
World Wide Web: <http://www.bsu.edu/teachers/academy/childcare/welcome.html>

The Child Care Connection is an annual series of 22 half-hour television programs. The series is designed for anyone who cares for children, birth through age 13; parents; extended families; caregivers; teachers; foster families; and students of all ages. It was developed as a joint effort among the Indiana Family and Social Services Administration, Ball State University, and child care professionals across the state. Together with Ivy Tech State Colleges, they have collaborated to produce a study guide titled "*Reflections on Practice*" that accompanies the 22 Indiana-produced programs. This series helps meet the in-service training requirements for Indiana child care center state licensure. This series also is available through the National Association for the Education of Young Children (NAEYC) resource catalog. Information about Ivy Tech State College is available on the Web at <http://www.ivy.tec.in.us/about/>.

- **National Child Care Association (NCCA)**  
Institute for Professional Development  
1016 Rosser Street  
Conyers, GA 30012  
800-543-7161  
World Wide Web: <http://www.nccanet.org>

NCCA offers the Professional Development Video Series designed to meet the professional development needs of the broad diversity of individuals working in early childhood care and educational settings. The video series provides in-depth coverage of each of the professional ability areas required for the Certified Childcare Professional (CCP) Credential.

## Combination of Methods

### ■ **The Better Kid Care Program**

Penn State Better Kid Care  
253 Easterly Pkwy.  
State College, PA 16801  
814-863-0339

World Wide Web: <http://betterkidcare.psu.edu/page06.html>

The Better Kid Care Program focuses on improving the availability, accessibility and quality of child care throughout the state of Pennsylvania. This is accomplished in several ways, including satellite workshops, training workshops, and video learn-at-home units for family and group home training. The Better Kid Care Program is offered nationwide through the outreach system of Cooperative Extension of the National Network for Child Care.

### ■ **Loyalist College**

Early Childhood Education Distance Education Program  
Box 4200  
Bellevue, Ontario K8N 5B9  
Canada  
613-969-1913 ext. 2-480

World Wide Web: <http://www.loyalstc.on.ca/>

Loyalist College offers an Early Childhood Education Diploma that takes three to four years of part-time study to complete. The program uses a variety of media including research, e-mail, Internet, audiotapes, projects, workshops, surveys, seminars, and other activities. Students are required to complete a weekend session at Loyalist College.

### ■ **Resources and Instruction for Staff Excellence, Inc. (RISE)**

10490 Taconic Terrace  
Cincinnati, OH 45215  
800-971-7473

World Wide Web: <http://www.risetraining.org>

RISE is a national, non-profit organization dedicated to providing quality, cost-efficient professional development services to geographically dispersed audiences. RISE combines broadcast, telephone, and computer technologies plus seminars with professional leaders to provide effective training. The RISE training programs have provided professional development to Head Start and public preschool teachers throughout Ohio.

### ■ **University of Nebraska**

Northeast Research and Extension Center  
601 East Benjamin Ave., Suite 104  
Norfolk, NE 68701-0812  
402-370-4005

World Wide Web: <http://ianrhome.unl.edu/distanceEd/index.shtml>

The University of Nebraska offers an independent study course for child care providers which can be taken via the Internet or by ordering the course on CDs.

## Additional Distance Education Resources

### ■ **Distance Education Clearinghouse**

Instructional Communications Systems  
University of Wisconsin-Extension  
The Pyle Center  
702 Langdon Street  
Madison, WI 53711

World Wide Web: <http://www.uwex.edu/disted/home.html>

The Distance Education Clearinghouse provides electronic access to a wide range of information about distance education. The Clearinghouse is a shared project with the University of Wisconsin-Extension's partners in distance education. Information on technologies, program and course offerings, instructional design, and many other aspects of distance education is available.

## ■ **Distance Education and Training Council (DETC)**

1601 18<sup>th</sup> Street, NW

Washington, DC 20009

World Wide Web: <http://www.detc.org>

DETC is a nonprofit educational association that serves as a clearinghouse of information about the distance study/correspondence field. The organization also sponsors a nationally recognized accrediting agency called the Accrediting Commission of the Distance Education and Training Council. DETC has a directory of accredited institutions available online. In addition, there is information available on institutions with degrees programs and college credit recommendations.

## **Publications related to Distance Learning**

■ “Early Childhood Education: Distance Learning for Teachers Adds a New Dimension,” *Carnegie Reporter* (Fall 2001), by the Carnegie Corporation of New York, describes HeadsUp! Reading, and its impact in the field of early childhood education. This resource is available on the Web at <http://www.carnegie.org/reporter/03/childhooded/index.html>.

■ *Effectiveness of Internet Training for Child Caregivers: Mastering Early Childhood Course Content and Learner Satisfaction: A Comparison of Regular Classroom Instruction with Three Variations of Internet Delivery Via the Penn State World Campus* (December 2000), by James Johnson et. al., compares one course taught by the same instructor in four delivery formats: in a regular classroom, in a computer lab via the Internet with opportunities for interaction with peers and the instructor, on the Internet, as part of a local distance education group with limited opportunities for face-to-face interaction with peers and the instructor, and on the Internet as part of a statewide distance education group where there were no opportunities for face-to-face interaction. Evaluation of learning outcomes indicated significant gains in knowledge for the classroom group, while the learning in the three Internet-based instruction groups did not show the same gains. This resource is available on the Web at <http://www.nccic.org/cctopics/inet-training.pdf>.

■ *Think Global, Document Local: Using Data and Information Technologies to Move the Early Childhood Agenda* (2000), by The Carnegie Corporation of New York and The Finance Project, reports:

The **Ohio** Read to Learn partnership has worked with the Public Broadcasting Service to develop and deliver high-quality programming for young children, as well as workshops aimed at child care providers (page 13).

Child care organizations and agencies in **Montana** have formed a partnership with Montana Public Television to broadcast similar programming. Viewers can simply watch the shows or complete assignments to get college credit. This method has been especially effective at reaching providers in informal and unlicensed care, since public television can reach those who do not have access to the internet or cable televisions (page 13).

For a copy of this document, contact the Finance Project at 202-628-4200 or on the Web at <http://www.financeproject.org/resource.htm>.

■ *The Distance Learning Funding Sourcebook, 4<sup>th</sup> Edition*, published by Kendall/Hunt Publishing Company, offers information about grants for distance learning and grantwriting. For additional information, contact Kendall/Hunt Publishing Company at 800-228-0810 or on the Web at <http://www.kendallhunt.com>.

■ *Distance Learning Resources for Public Health Professions* (Winter 1999), by the Public Health Foundation (PHF), contains information on distance learning materials designed for public health professionals, medical and clinical providers, and child care providers. For additional information, contact PHF at 877-252-1200 or on the Web at <http://www.phf.org>.

■ “Collaborative Course Development in Early Childhood Special Education through Distance Learning” in *Early Childhood Research & Practice* (1999), describes the current status of distance education methods for personnel preparation programs in early childhood special education (ECSE). This resource is available on the Web at <http://ecrp.uiuc.edu/v1n1/v1n1.html>.

- *NCES Fast Facts: Distance Learning*, by the National Center for Education Statistics, U.S. Department of Education, provides data on distance education at postsecondary institutions and information about distance learning initiatives at the elementary and secondary level. This resource is on the Web at <http://nces.ed.gov/fastfacts/display.asp?id=79>.
- *Building a Working Policy for Distance Education* (Fall 1997), a journal in the “New Directions for Community Colleges” series, published by the ERIC Clearinghouse for Community Colleges, shows how community colleges across the country are taking the lead in shaping distance education policy at the state, federal, and institutional level. The articles in this journal are described on the Web at <http://www.josseybass.com/JBJournals/tocs/ndcc99t.html>. The complete publication is available through Jossey-Bass Publishers, Inc. at 888-378-2537 or 350 Sansome Street, San Francisco, CA 94101. Information on the Clearinghouse for Community Colleges is available on the Web at <http://www.gseis.ucla.edu/ERIC/eric.html>.
- *Using Multimedia for Distance Learning in Adult, Career, and Vocational Education* (1995), by the ERIC Clearinghouse on Adult, Career, & Vocational Education (ERIC/ACVE), explores how educators are using multimedia for distance learning and examines instructional challenges. In addition, *Distance Education and Web-based Training* (1998), by ERIC/ACVE, presents a compilation of information about technologies used for distance education and Web-based training for practitioners in adult, career, and vocational education. This resource is available on the Web at [http://ericacve.org/mp\\_brown\\_02.asp](http://ericacve.org/mp_brown_02.asp). For additional information, contact ERIC/ACVE at 800-848-4815 ext. 27069 or on the Web at <http://ericacve.org>.

The National Child Care Information Center and the Early Head Start National Resource Center do not endorse any organization, publication or resource.

*Compiled by NCCIC on December 6, 2001*  
*Revised by NCCIC on May 14, 2002*

## Selected Resource List

### ***Growing Your Own: Building Qualified Staff from the Inside Out***

For more information, contact the Infant-Toddler Specialist at your Quality Improvement Center or Quality Improvement Center for Disabilities or see the following resources:

- Baptiste, N., & Sheerer, M. (1997). Negotiating the challenges of the “survival” stage of professional development. *Early Childhood Education, 24*, 265-267.
- Bricker, D., & Widerstrom, A. (Eds.). (1996). *Preparing personnel to work with infants and young children and their families: A Team approach*. Baltimore, MD: Paul H. Brookes.
- Carter, M. (March-April, 1998). Principles and strategies for coaching and mentoring: Ideas for training staff. *Child Care Information Exchange, 120*, 82-86.
- Caulfield, R. (1997). Professionalism in early care and education. *Early Childhood Education Journal, 24*, 261-263.
- Early Head Start National Resource Center. (1999). *Early Head Start Program Strategies: Staff Development*. Washington, DC: U.S. Department of Health and Human Services.
- Eggbeer, L., & Fenichel, E. (Eds.). (1995). Educating and supporting the infant/family workforce: Models, methods, and materials [Special issue]. *Zero to Three, 15*(3).
- Fenichel, E. (Ed.). (1992). *Learning through supervision or mentorship to support the development of infants, toddlers and their families*. Washington, DC: ZERO TO THREE.
- National Association for the Education of Young Children. (1994). A conceptual framework for early childhood professional development. *Young Children, 49*(3), 68-77.
- Norman-Murch, T. (1996). Reflective supervision as a vehicle for individual and organizational development. *Zero to Three, 17*(2), 16-20.
- Spodek, Bernard. (1996). The professional development of early childhood teachers. *Early Childhood Development and Care, 115*, 115-124.
- Theilheimer, R., & Casper, V. (Eds.). (2000). Learning to teach others about working with infants, toddlers, and families (Issue). *Zero to Three, 20*(6).
- WestEd Center for Child and Family Studies in collaboration with the California State Department of Education. (1990). *Program for Infant Toddler Caregivers*. Sausalito, CA: WestEd.



3. Explain what information was least useful to you and any recommendations you would suggest:

---

---

---

4. What made participating in this experience via audioconference helpful or unhelpful (format, ability to interact with presenters, supplemental materials, etc.)? We would be particularly interested in how you used the "Applying the Information" handout provided in the supplemental materials. Please explain:

---

---

---

5. What topics should future audioconferences address?

---

---

---

6. How can we make audioconferences more effective learning experiences for you?

---

---

---

Though **optional**, we would appreciate the following contact information. We may contact you to learn more about your responses so we can continue to develop useful training experiences.

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

Name: \_\_\_\_\_ Position : \_\_\_\_\_

Program Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Program Address: \_\_\_\_\_ FAX: \_\_\_\_\_

\_\_\_\_\_ E-mail: \_\_\_\_\_

Please fax or mail your completed evaluation forms immediately after the conference call to:

Attn: Amanda Perez  
Fax: (202) 638-0851  
EHS NRC @ ZERO TO THREE  
2000 M Street, NW, Suite 200  
Washington, DC 20036

**Thank you!**