

Quality...

Have you ever found that you use a word so much that it loses its meaning in everyday conversation? I recently realized that I use the word "quality" way more than I ever thought I would. Perhaps it is because it is a part of my title, or perhaps it is because supporting quality education is a personal passion of mine. Either way, I felt it appropriate to stop and examine the true meaning of quality. After all, it is many of you who hear me say it so often.

Webster's Dictionary defines quality as "a degree of excellence" or "superiority in kind." It was first documented in the 1300's as a part of the Old French and Latin languages and was generally used to mean "of what sort."

"Quality means doing it right when no one is looking."
— Henry Ford

No matter what dictionary you use or what "roots" were put together to create the word as we know it today, it is a highly recognized term that indicates that the item, product or service is produced very well and to the satisfaction of the industry standard. Think about it, would a product sell well if it was labeled "low quality." Maybe if it was junk food, but I can't think of anything else that would move off the shelf.

So, what does this mean to you and me? To me quality is excellence. It means that when we say we provide quality childcare and education that people are counting on superiority. Can we ever fully achieve excellence? Excellence in quality is truly a lofty objective that has to begin with the first step, to set that first goal. Choose one thing in your program that you personally want to take to a higher level of quality. Set a goal to achieve excellence and then work toward it. Rome wasn't built in a day and neither were the high quality early learning environments that we use as our models.

For those of you already on this journey, keep going! For those of you looking to make improvements, take that first step. Beware though, someone will be around to congratulate you and then in the next breath they may say, "Hey, do you think you could improve your quality if you ...?" The pursuit of excellence is a never ending journey!

Crystal Persi
Special Populations Quality Improvement Coordinator

Inside this issue:

Cultural Competency	2
Where Do You Fit?	3
Nation Baby Facts	4
Msg From Library	4
Bleach Alert	4
Featured Resources	5
Announcements	6
Contact Information	6

Upcoming Dates of Interest

- March 6-8, 2013 — OACCD Spring Conference, Newport, OR
- April 12 & 13, 2013 — ORAFCS Conference, Sunriver, OR
- April 19 & 20, 2013 — OAEYC Spring Institute, Eugene/Springfield, OR
- April 22 & 23, 2013 — Adolescent Sexuality Conference, Seaside, OR

CULTURAL COMPETENCY -

Are you culturally competent in your work with young children? Cultural awareness is one of those topics that is very difficult to admit a weakness in, yet everyone has their biases. It is human nature to prefer to be with others we are similar to. Therefore, it is our life long task as early childhood professionals to compensate for these biases and create a true sense of cultural competence.

What is cultural competence? Here is what the National Center for Cultural Competence has to say:

Cultural awareness: Being cognizant, observant and conscious of similarities and differences among cultural groups.

Cultural sensitivity: Understanding the needs and emotions of your own culture and the culture of others.

Cultural competence: Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in cross-cultural situations (Cross, et al, 1998).

The term cultural competence means services, supports or other assistance that are conducted or provided in a manner that is responsive to the beliefs, interpersonal styles, attitudes, language and behaviors of individuals who are receiving services, and in a manner that has the greatest likelihood of ensuring their maximum participation in the program (US Dept of Health and Human Services, 2000).

Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum.

As Early Childhood Professionals you work with a wide scope of individuals; children, parents, students and coworkers. Every set of Early Childhood Standards includes some component of incorporating cultural awareness and diversity. Start with working on your own cultural competence and the work you do with young children regarding their own cultural awareness will easily fall into place.

Here is a link to a wonderful tool that you can use to self assess the degree of cultural and linguistic competency that you and/or your program staff currently possess. This can be a great way to start a conversation with staff and students alike.

<http://nccc.georgetown.edu/documents/Checklist%20PHC.pdf>

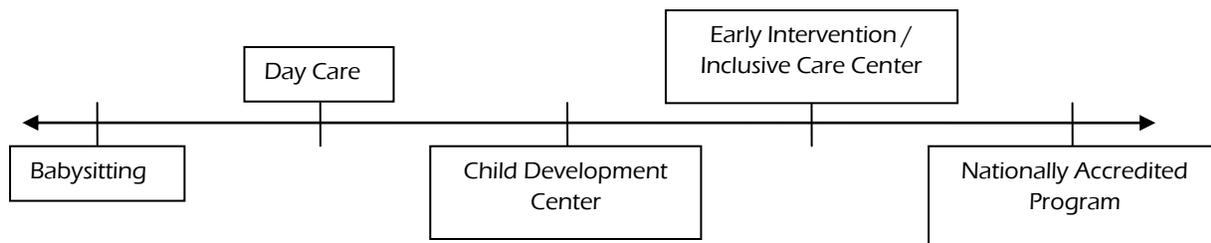


I remind myself every morning:
Nothing I say this day will teach me anything. So if I'm going to learn, I must do it by listening.
~ Larry King

Where Do You Fit In?

Options for early childhood environments fall into place along a continuum reflecting the degree of engagement that care providers have with the children in their care. Where you fall on the continuum depends on the amount of care that is provided, the type of environmental enrichments, the level of focus on developmentally appropriate curriculum, the extend of use of screenings and assessments, and the degree of communication and engagement with parents. There is typically a direct correlation between the degree of experience of the care providers, the cost of the care, and the level of parent satisfaction with the child's development.

Where does your program currently fall? Where would you like to fall? What do you need to do differently to move up the continuum?



Babysitting: Meeting a child's very basic needs but offering little to no other enrichment activities.

Day Care: Providing quality basic care but implementing basic activities that are not based on the developmental needs of the children. No screening or assessments are done. Parents are only included in the basic care giving decisions.

Child Development Center: Providing high quality basic care and implementing developmentally appropriate activities based on assessments of the children. Parents are included in developmental goal setting and considered to be partners with every aspect of the child's care.

Early Intervention / Inclusive Care Center: Providing high quality basic care and adapting activities to the individual special needs of every child. Focus is on changing the environment, interactions, and staffing to allow for any child to be completely successful in the program. Parents are an integral part of the planning, goal setting and developmental evaluations for their child. Parent teacher conferences are held on a regular basis.

Nationally Accredited Program: Providing exceptional quality basic care and meeting national standards. Focus is on best practices and maintaining exceptional environments, curriculum, assessments, communication, parent involvement and professionalism. All aspects of the program are research based and contribute to providing the gold standard of enrichment for the children in the program.

“Quality is not an act,
it is a habit.”
- Aristotle



National Baby Facts

There are more than 12 million infants and toddlers in the United States, many spending their most vulnerable years in circumstances that place them at risk developmentally. Many fall behind their peers even before they enter a prekindergarten classroom. [National Baby Facts](#), ZERO TO THREE's recent release, tells the story of how these youngest children in the United States are faring. National Baby Facts gives you the facts on the invaluable supports and services—whether it's adequate health care, ample food, housing security, or positive early learning opportunities—that play a crucial role in nurturing a young child's development and helping all children realize their potential. This resource is available on the ZERO TO THREE website at www.zerotothree.org/nationalbabyfacts.

A Message From Katie Anderson, Oregon State Library Youth Services Consultant:

As part of its year-long project, the National Forum on Libraries and Teens, Young Adult Library Services Association is hosting a series of Virtual Town Halls, and we'd like you to participate! Mark your calendar for March 19 from 2-3pm, eastern, for the first one, which will focus on partnerships. Anyone interested in participating in this discussion/exploration is welcome to attend. To learn more, or to access the link to the Town Hall, please visit www.ala.org/yaforum. Please feel free to pass this information along to colleagues who may also be interested.

The National Forum on Libraries and Teens seeks **to bring together key stakeholders from the areas of education, technology, adolescent development, research, out-of-school time, connected learning**, libraries and the for-profit and nonprofit sectors to explore the world of young adults and library services to this population, and ultimately produce a report which will provide direction on how libraries need to adapt to better meet the needs of 21st century teens. Grant funding is generously provided by the Institute of Museum and Library Ser-

IMPORTANT INFORMATION ABOUT NEW BLEACH CONCENTRATION Effective 12/12/2012

Manufacturers are beginning to send bleach to retailers that is significantly stronger at 8.25% sodium hypochlorite solution. The current 5.25%-6% concentrated bleach will be discontinued soon. This will affect the bleach concentration in solutions that child care and education providers mix for sanitizing and disinfecting surfaces, etc. The National Resource Center is working with experts to create a recipe using the higher concentration of bleach that they can recommend and post on the Caring For Our Children 3 website <http://cfoc.nrckids.org/index.cfm>.

Providers are asked to be aware of the concentration of the bleach they are using for sanitizing and disinfecting and to follow the manufacturer's direction when mixing solutions. For more information follow this link:

<http://cfoc.nrckids.org/Bleach/Bleach.cfm>.



The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.

~ Sir John Lubbock

FEATURED RESOURCES:

Oregon ASQ Online

Do you want to learn more about a child's development? For children between the ages of birth and 6 years you can use the ASQ questionnaires to check a child's general development. The results help determine if a child's development is on schedule. This could be used for child development students or as a developmental landmark tool for teen parents. You can also use the ASQ:SE questionnaire to check a child's social emotional development. Results help identify appropriate social emotional competence in young children. <http://asqoregon.com/>

Betty Gray Scholarship Information

If you are considering participating in a training in Oregon you should check into the Betty Gray Scholarship that is offered through the Oregon Center For Career Development, home of the Oregon Registry. Here is the page that has all the information you need: <http://www.pdx.edu/occd/oregon-statewide-scholarship-program-0>

Oregon Kids Healthy and Safe E-Reference

The OKHS E-Reference: this is a two-part online reference of current health and safety information for early care and education professionals. Find quick action-oriented answers to health and safety questions, resources, links, downloads, posters and more.

<http://public.health.oregon.gov/HEALTHYPEOPLEFAMILIES/BABIES/HEALTHCHILDCARE/Pages/okhs.aspx>

Early Childhood Mental Health Information Gateway

Children and adolescents involved in the child welfare system can be at greater risk for mental health issues than children in the general population because of histories of child abuse and neglect, separation from biological parents, or placement instability. Children with untreated mental health problems can be at greater risk for substance abuse, educational failure, juvenile delinquency, imprisonment, or homelessness. Mental health is frequently a concern in reunification efforts, and it is one of the main reasons adoptive parents seek post-adoption services. Professionals and families need information on best practices and improved access to quality mental health services.

<https://www.childwelfare.gov/systemwide/mentalhealth/>

Electronic Parenting Newsletter

Oregon Extension Service offers free parenting eNewsletters that are written by parenting experts (who are parents themselves!). They are designed so that information that's relevant to your child is automatically delivered to you *just in time!*

<http://www.extension.org/pages/22110/just-in-time-parenting-e-newsletters>

