Call for Proposals :: Sky's the Limit Conference

Childcare Resources is pleased to announce the 2025 Sky's the Limit Training Conference, and we hope you will consider being a part! This year's event, themed **Wonder, Play, Grow: The Magic of Early Learning** will bring together child care professionals and leaders to discuss important issues related to our youngest learners in Alabama. Best practices begin with the early childhood educator's knowledge of how children learn and develop. Sessions will focus on developmentally appropriate practices, positive guidance, inclusive practices, professional growth and leadership.

Date: July 19, 2025
Location: Metropolitan Church, 2800 Metropolitan Way, Birmingham, AL 35243
Time: 8:30am — 3:30pm

Submitting a Proposal:

Please carefully read the Instructor Information Guide.
All complete proposals **must** include the following forms and attachments — **only complete proposals will be considered**:

1. Instructor Information Form
2. Instructor Cover Sheet with Checklist
3. Presentation Application (2 pages)
4. Current Resume
5. Instructor Training Outline
6. Head Shot
7. _Short_ Biography

Timeline of Important Dates:

Instructor Information Form, Instructor Cover Sheet with Checklist, Presentation Application (2 pages), Current Resume, Instructor Training Outline, Head Shot, _Short_ Biography	March 31, 2025
Applications Reviewed	April 1-4, 2025
Instructor Notified of Acceptance	April 7, 2025
Instructor Agreement & W-9 for Approved Instructor Honorarium	April 14, 2025
Training PowerPoint Presentation & Copy of Handout Packet	May 15, 2025

Proposals can be completed _online_, via the Childcare Resources' Website, _emailed_, _mailed_ or _faxed_ to:
Lakenya Carrington
Attention: Sky's Conference Instructor Proposal
244 West Valley Avenue, Suite 200
Birmingham, AL 35209
P: (205) 945-0018 Ext. 323 F: (205) 945-0039

For questions regarding proposals contact:
Valerie Wyatt at vwyatt@ccr-bhm.org

Call for Proposals :: Sky's the Limit Conference
Instructor Information Guide

Conference Theme: "Wonder, Play, Grow: The Magic of Early Learning"

Training Tracks:
- Infant (birth to 12 months)
- Toddler (1 and 2 year olds)
- Preschool (3 and 4 year olds)
- School-Age (5 to 12 year olds)
- Administrative (Directors and Family Child Care Owners)
- Group Child Care Homes

Training Content:
- Administration and Management Support
- Leadership
- Children with Special Needs
- Emotional Intelligence
- Classroom Environment
- Classroom Management
- Nutrition
- Physical Health
- Mental Health
- Ages and Stages
- Diversity
- Interactions with Children
- Self-Esteem
- Staff Retention
- Developmentally Appropriate Practice
- Parental Engagement and Support
- Infant/Toddler Practices
- Workplace Environment (for children and staff)

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 200 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.

Call for Proposals :: Sky's the Limit Conference
Instructor Information Guide

Presentation Application Review Process

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

- Instructor Information Form
- Instructor Cover Sheet with Checklist Presentation Application (2 pages) Current Resume
- Instructor Training Outline Head Shot
- Short Biography

Submission Reviews and Honorariums:

Childcare Resources' Instructor Committee team members will conduct a confidential review of the training submissions. Incomplete proposals will not be reviewed and will be denied. *Childcare Resources will contact instructors about final session decisions*. An Instructor Agreement and W9 will be completed at that time. Each session will be 1.5 hours in length. Childcare Resources agrees to pay the contractual Instructor Honorarium $175.00 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

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

1. Prevention and control of infectious diseases (including immunizations)
2. Sudden Infant Death Syndrome (SIDS) prevention and use of safe sleep practices
3. Administration of medication
4. Prevention of and response to emergencies due to food and allergic reactions
5. Building and physical premises safety, including identifying electrical hazards, bodies of water, and vehicular traffic
6. Prevention of Shaken Baby Syndrome and abusive head trauma
7. Emergency preparedness and response planning for natural or man-caused events
8. Handling and storage of hazardous materials, including correct disposal of bio-contaminants
9. If applicable, appropriate pre-cautions in transporting children
10. First-aid and CPR
11. Recognizing and reporting child abuse and neglect
12. Identifying and serving homeless children and their families
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 the desired competency of the learner as a result of participation in the training event.
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. Trainings need one learning outcome.

Examples of Learning Outcome Statements:

- The learners will successfully identify factors that contribute to common discipline problems by using training handouts.
- The learners will accurately demonstrate proper hand washing techniques by using instructor made cards that have illustrations of hand washing steps.
- The learners will correctly list the benefits of dramatic play centers using flip chart paper and markers.

Sample Action Verbs for Outcome Statements:

| List | Describe | Design | Identify | Rate | Outline | Plan | Draw |
| Create | Demonstrate | Select | Write | Organize | Discuss | Examine | Solve |

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 learners. 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 learner and allows the instructor to assess whether learning outcomes have been achieved.
Classroom space is limited. Training rooms at the venue have chairs arranged in rows with no tables for learners. Please keep this in mind when planning activities. We appreciate your flexibility!

Examples of active learning strategies include:

Group Discussions, Brainstorming, Role Plays, Demonstrations, Review Games, Hands-On Activities, Task Groups, Projects

Learning Outcome – The participants will accurately identify solutions to discipline and transition problems using a guide provided by the instructor.

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 exhibit challenging behaviors. After participants have had a chance to answer, the trainer will show a poster with the following answers. Children exhibit challenging behaviors 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 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 exhibiting challenging behaviors. After participants have had a chance to brainstorm ways, the trainer will go over the following handouts:

- The trainer will discuss the handout "Guiding Children When They Exhibit Challenging Behaviors".
  This handout discusses common behavior problems and possible solutions for each discipline type.

- The participants will fill in the answers to the "Prevention is the Key" handout while the trainer reads answers.

c. The participants will divide up into small groups. Each group will be given a card with a negative statement.

d. 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. 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**

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Instructor Information Form

Instructor Name: _____
Mailing Address: _____
City: _____ **State:** _____ **Zip:** _____
Employer: _____
Employer Address: _____
City: _____ **State:** _____ **Zip:** _____
Work Phone: _____ **Cell Phone:** _____
Email Address: _____

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 your highest level of education in the field of Early Care, Education or Child Care Administration.

Highest Level of Education Completed	Diploma, Degree, or Certificate Earned	Institution

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

For virtual conference publication purposes, please share the following:

Please attach your headshot and a short biography. <mark>If possible, please use a high-resolution JPEG or PNG file.</mark>

How would you like for your name to appear? _____
Please include any applicable post-nominal letters for your name. Example: Miranda Johnson M.A.Ed.

How would you like for your job title to appear? _____

How would you like for your employer name to appear? _____
If you are employed by a company or organization but would like to be listed as an independent consultant or another status, please write exactly how you would like for it to be written.

Call for Proposals: Sky's the Limit Virtual Conference
Instructor Cover Sheet + Checklist

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 Information Form

☐ Instructor Cover Sheet with Checklist

☐ Presentation Application (2 pages)

☐ Current Resume

☐ Instructor Training Outline

☐ Headshot

☐ Short Biography

Childcare Resources Internal Use

Date Proposal Submitted: _____ Date Proposal Reviewed: _____

Reviewer #1: _____

Reviewer #2: _____

Proposal Accepted (*circle one*)   Yes   No   Date Instructor Notified: _____

Call for Proposals: Sky's the Limit Conference
Presentation Application

Date Submitted:

Sponsoring Agency	Childcare Resources	**Contacts**	**For Email, Mail or Fax:** Lakenya Carrington: lcarrington@ccr-bhm.org
Agency Address	244 W Valley Ave Ste 200 Birmingham, AL 35209		Amy Bradley: abradley@ccr-bhm.org
Phone	205-945-0018		**For other inquires:** Valerie Wyatt: vwyatt@ccr-bhm.org

List all instructors (attach resumes for each):

Training Presentation Title (please be sure your title matches your training content):

Total Contact Hours   1.5 hours
Date of Presentation   July 19, 2025
Time of Presentation   TBD by Committee
Presentation Location   Metropolitan Church

Training Level: ☐ Basic   ☐ Intermediate   ☐ Advanced   ☐ All

Target Age Group: ☐ Infants   ☐ Toddlers   ☐ Preschoolers   ☐ School-Agers   ☐ All

Child Care Development Fund (CCDF) Item Number(s) (*Please refer to page 5*): _____

Alabama Pathways Core Knowledge Areas

☐ Child Growth & Development
☐ Child Observation and Assessment (Planning for Individual Needs)
☐ Diversity
☐ Health, Safety, and Nutrition

☐ Interaction with Children, Families, & Communities
☐ Learning Experiences & Enrichment
☐ Management and Administration
☐ Personal and Professional Leadership Development

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

ATTENTION: Breakout session rooms will be arranged with chairs in rows for participants. Space is limited.

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1. Give a brief, two to three sentence description of your presentation to be used in registration information:
Attach a detailed instructor training/outline of your presentation, including introduction, icebreaker content and closing.
Brief or vague outlines will not be approved.

2. List your learning outcomes:

3. List the activities you have planned to meet your learning outcomes:
Remember classroom space is limited, so be creative with your planned activities.

4. List the materials you will use in presenting your training:

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

6. Requests for the learning environment. (Remember classroom space is limited.)
Please note that instructors are required to provide their own laptop/media equipment. Internet access is available.

☐ Chairs ☐ Screen Access
☐ Instructor Table ☐ Other (Please Explain)