

# *The Childcare Professional* EXPERIENCE

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A Quarterly Journal for Childcare Providers Discussing Legal, Administrative & Professional Issues

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## FLSA: Analyzing the Teacher's Exemption

By Jason D. Dalton, Esq.

Originally passed in 1938, the Fair Labor Standards Act (FLSA) is the primary federal legislation establishing national wage and hour standards. The FLSA was crafted at a time when the nation was just recovering from the great depression, and was designed as a means to establish a maximum number of jobs offering a minimum amount of pay. The Act functions to protect the working class from overwork and underpay by providing rights, which can not be waived, to a minimum wage and a premium pay rate at time and one-half the regular rate of pay for all hours worked over 40 hours in a workweek.

Ever since its enactment, the FLSA has exempted certain classes of "white collar" workers from the pay requirements required by the Act. The theory behind leaving "executive, administrative, and professional" employees out of Act was that these management-type workers were capable of protecting themselves from exploitation through their own personal marketability. Although the FLSA mandates that "executive, administrative, and professional" employees are exempt from the requirements of the FLSA, it has been left to the Department of Labor to establish workable definitions of these classes. In August of 2004 the regulations governing the FLSA were updated in an attempt to, inter alia, modernize and clarify the limits of the white collar exceptions.

It has been nearly four years since the regulations defining the exemptions to the FLSA have been revised. In this time, many questions regarding interpretation of the regulations have been answered. One issue, however, which continues to confuse members of the child care community is, under what circumstances do teachers in daycare qualify as exempt from the FLSA?

### Introduction

As the law currently stands there are two exempt categories in which a daycare teacher may fit, the "learned professional exemption," and the "teacher exemption." The learned professional exemption is more of a general category which is not specific to teachers and includes any employee who meets certain minimum requirements regarding the employee's duties and salary. The teacher exemption, on the other hand, has somewhat lax requirements regarding the employee's duties and salary, but is limited only to teachers employed in "educational establishments." Although according to its name it would seem logical that the "teacher exemption" would be most applicable to teachers in child care, its strict definition of what qualifies as an "educational establishment" leaves the exemption inapplicable to most programs, leaving the more generalized "Learned Professional Exemption" as the most viable option for most child care providers. The following is a brief analysis of the applicability of each to teachers employed in the day care setting, and is designed only to provide the reader with a general familiarity of the two exemptions, child care providers are encouraged to seek the advice of a local attorney prior to making any decisions regarding a specific employee's exempt status. \

### I. The "Learned Professional Exemption"

In order for a teacher to qualify as an exempt employee under the "learned professional" exception to the FLSA three requirements must be met. 1) The teacher must be paid on a salary basis not less than \$455 a week. 2) The teacher's *pr*

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primary duty must be either imparting knowledge, or some other type of work which is intellectual rather than manual in nature. 3) The job being performed by the teacher must require "advanced knowledge in the field of science or learning" which is "customarily acquired by a prolonged course of specialized intellectual instruction."

### The Salary Requirement

The first requirement is relatively self explanatory. In order for an employee to qualify as exempt from the FLSA as a learned professional, the employee in question must be paid a minimum of \$455 per week on a salary basis. Unlike an hourly employee's whose pay may vary from week to week depending on how many hours the employee worked that week, salaried employees regularly (on a weekly or less frequent basis) receive a predetermined amount of money constituting *all or part* of the employee's compensation. Moreover, this base compensation amount, which must be \$455 a week or greater, may not be subject to reduction because of variations in the quality or quantity of the work performed.

### The Primary Duty Requirement

Second, the teacher's *primary* duty must be either imparting knowledge, or some other type of work which is intellectual rather than manual in nature. The term "primary duty" is defined as the "principal main, major, or most important duty that an employee performs. Determination of an employee's primary duty must be based on all the facts in a particular case, with the major emphasis on the character of the employee's job as a whole. Factors to consider when determining the primary duty of an employee include, but are not limited to, the relative importance of the exempt duties as compared with other types of duties; the amount of time spent performing exempt work; the employee's relative freedom from direct supervision; and the relationship between the employee's salary and the wages paid to other employees for the kind of nonexempt work performed by the employee." "The amount of time spent performing exempt work can be a useful guide in determining whether exempt work is the primary duty of an employee. Thus, an employee who spends more than 50 percent of his or her time performing exempt work will generally satisfy the primary duty requirement."

In the context of teachers in child care, this first requirement basically means that the employee's main purpose at the center needs to be instruction. Therefore, those employees, whose primary job function consists of, supervising children, engaging in manual labor, performing clerical or administrative tasks, or caring for the physical needs of children would not fit into this exemption. The fifty percent rule is a good rule of thumb to use here. If the employee spends more than half of his/her time actually instructing children, then they most likely would satisfy the primary duty requirement. If not, then he/she probably would not be considered a "teacher" for the pur-

poses of the FLSA exemptions and should to be paid overtime.

### The Advanced Education Requirement

Finally, the position must require "advanced knowledge in the field of science or learning" which is "customarily acquired by a prolonged course of specialized intellectual instruction." Work "requiring advanced knowledge" essentially means "work which is predominantly intellectual in character, and which includes work requiring the consistent exercise of discretion and judgment as distinguished from performance of routine mental, manual, mechanical or physical work" Additionally, the requirement that the knowledge be "customarily acquired by a prolonged course of specialized intellectual instruction" restricts the exemption to professions where specialized academic training is a standard prerequisite for entrance into the profession. The indicator that an employee meets this requirement is possession of an appropriate academic degree. Conversely, section 541.301(d) further clarifies that "the learned professional exemption is not available for occupations that customarily may be performed with only the general knowledge acquired by an academic degree in *any* field."

In applying this last standard to child care, the teaching position at issue must emphasize academic instruction as opposed to simple custodial care of the children. The position should allow the teacher a degree of discretion regarding the substance and implementation of a lesson

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plan. Lastly, the teaching position in question must require at a minimum, a 4 year degree from an accredited college or university in a specific field such as ECE, Elementary Education or a related field. If a center employs different categories of teachers, some of which meet these requirements, and some of which do not (such as lead teachers and teachers aids), it is important to establish two separate job titles/ job descriptions in order to preserve the exempt status of those teachers who qualify as "learned professionals"

### Conclusion

To summarize, it seems apparent that teachers in the child care setting may qualify as exempt employees under the general "professional exemption" to the minimum wage and overtime requirements of the fair labor standards act. However in order to qualify a number of prerequisites must be met. The teacher in question must be paid on a salary basis, not less than \$455.00 a week. The teacher's primary duty must involve instruction or must otherwise be intellectual in nature, and the position must allow the teacher to exercise discretion in the performance of her duties. Finally, as a minimum, the position must require a 4 year degree from an accredited college or university in a specific field.

### II. The "Teachers" Exemption

In addition to the general professional exemption discussed above, teachers are also specifically listed under the DOL regulations as a class of professionals exempt from the minimum wage and overtime requirements of the FLSA. To determine if an employee qualifies as a "teacher" under this exemption a two part test is used; 1) the employee's "primary duty must be teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge" and 2) the teacher must be employed in an "educational establishment." Both aspects of the test must be met before an employee qualifies for an exemption to the overtime requirements of the act. It is im-

portant to note that unlike many of the other FLSA exemptions, such as the more generalized learned professional exemption discussed above, there is no salary requirement under the teachers exemption. Furthermore, there is no per se education requirement for teachers under this exemption. This too is different from many of the other "learned professional" exemptions which require an "advanced knowledge in the field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction." What distinguishes this specific exemption from the more generalized professional exemption however is the requirement that the teachers be employed by an "educational establishment" a term which seems to be interpreted fairly rigidly by the Department of Labor when considered in light of child care.

### The Primary Duty Requirement

The first requirement under the teachers exemption is that the employee's primary duty must be teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge. This requirement utilizes essentially the same definition of "primary duty" as is utilized in the general professional employee exemption addressed earlier in this article. As discussed above, the term "primary duty" means the "principal main, major, or most important duty that an employee per-

forms." Therefore, in order to fulfill the first requirement of the teachers exemption, the majority of an employee's actual job responsibilities must involve instruction, as opposed to caring for the children's physical needs or any other manual work associated with the program.

### "Educational Establishment" Requirement

The second requirement of the teacher exemption is that the teacher must be employed by an "educational establishment." Unlike the primary duty test which evaluates the nature of a specific employee's position, this second test looks at the nature of the employer's child care program as a whole. The applicable law provides a seemingly broad definition of "educational establishment" covering "an elementary or secondary school system, an institution of higher education, or other educational establishment." Under the Act, elementary and secondary schools are defined as those day or residential schools that provide elementary or secondary education as determined under State law. The Federal Regulations go on to state "that under the laws of most States, such education includes the curriculums in grades 1 through 12; under many it includes also the introductory programs in kindergarten. Such education in some States may

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also include nursery school programs in elementary education" When evaluating whether a post-secondary school fits within the definition of "educational establishment" the Federal Regulations considers factors "includ[ing] whether the school is licensed by a state agency responsible for the states educational system or accredited by a nationally recognized accrediting organization for career schools." The Regulations also state that the term "other educational establishment" includes special schools for mentally or physically disabled or gifted children regardless of any classification of such schools as elementary, secondary or other. Finally the Regulations state that no distinction is drawn between public or private schools for the purposes of the exemption.

Nonetheless, despite the seemingly open meaning of "educational establishment", recent guidance from the US Department of Labor ("DOL") suggests a decidedly narrow application of this definition when evaluating pre-elementary programs. In a recent Non-Administrator opinion letter from the Wage and Hour Division, the DOL suggested that a daycare center in which the teachers spend the majority of their time teaching children between the ages of 3-5, and which is not licensed by the State Department of Education, would **not** qualify as an "educational establishment" under the Act. In reaching this position the opinion letter applied only the portion of the definition pertaining to elementary and secondary school systems, concluding that absent information to the contrary, the fact that a program is not licensed by its State Department of Education indicates that it is not considered part of the elementary or secondary school system under state law, and thus

is not an "educational establishment" under the FLSA. In light of this guidance, it is apparent that the DOL considers the dispositive issue in evaluating whether a program qualifies as an "educational establishment" under the Act to be whether the program offered by the center fits within its State's definition of elementary education. Moreover, it is also clear that DOL looks to the degree to which a program is regulated by its State Department of Education [or equivalent], in making this determination.

A Child care provider, therefore, must look to the law of the State in which it is located in order to determine whether it will qualify as an educational establishment under the FLSA. A simple way for many child care providers to make this determination is to look at their state license. Child care providers offering programs which are licensed by their State's Department of Education or equivalent will likely qualify as Educational Establishments, whereas Child Care providers licensed by other state agencies will most likely not qualify as Educational Establishments. In the event a child care provider offers some programs that are considered part of its State's definition of elementary or secondary education, and other programs which are not, it seems evident that only those teachers in the former classroom may qualify for the exemption while the teachers in the latter will not.

Although seemingly easy to apply, this simplified test is not without exceptions. For example, in some states Head Start programs have been held to qualify as "educational establishments" under their State's Unemployment Compensation law even though there is no requirement that they be licensed by the local Department of Education. As discussed

above, the definition of an "educational establishment" as it applies to the FLSA hinges on how each state defines education. It seems apparent therefore that Head Start programs in these states may qualify as "educational establishments" for the purposes of the teachers exemption to the FLSA. Additionally in a number of states the boundaries between what the state considers to qualify as "elementary education" is not so clear. In any event, because of the potentially harsh penalties imposed for violating the standards of the FLSA, child care providers are encouraged to seek the advice of a local attorney before making any conclusions in this regard.

### Conclusion

Although the teacher's exemption lacks the salary and minimum education requirements found in the general professional exemption, the US Department of Labor's ridged interpretation of the term "educational establishment" makes the teacher's exemption unavailable to the majority of child care providers not licensed by their State Board of Education. However for those providers who are able to meet this definition of educational establishment, the teacher exemption will be available to employee's whose primary duty in the program involves actual instruction. Finally, because of the determination of whether a program qualifies as an educational establishment under state law can be relatively complicated and varies from state to state, and because the DOL imposes stiff penalties for violations of the FLSA, child care providers are encouraged to seek the advise of local counsel before classifying employees as exempt under this provision.

## ADMINISTRATIVE SUPPORT RESOURCES FOR CHILD CARE PROGRAMS

- ◆ Model Personnel Policy Manual for Child Care Agencies: 3rd Ed.
- ◆ Model Parent Handbook for Child Care Agencies
  - ◆ Model Forms for Child Care Agencies
  - ◆ Current Issues in Child



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# Personal Appearance in the Workplace

By: Dawn K. Martini

When working with agencies across the nation one of the most frequent issues Directors and Owners want to discuss relates to their employee's personal appearance at work. With the ever relaxing standards for personal appearance in our society, it is not surprising that this issue is becoming a problem for employers. As with other employment issues we have addressed in this monthly newsletter; personal appearance seems to be a generational problem. For employers to get a handle on this issue it is important that there be a clearly defined employment policy that reflects the overall mission and corporate culture of the program. In the majority of instances, where the employer and employee are working under the "at-will" doctrine, employers are free to set any and all standards they wish with regard to how employees dress in the workplace.

In general, we prefer to call this a Personal Appearance Policy as opposed to a Dress Code Policy. Since employers find that they have to address more than what an employee wears, the title "Personal Appearance" becomes more appropriate and all encompassing. When drafting your Personal Appearance Policy we find it easiest to begin at the head and work down to the feet taking into consideration each body area so as to leave nothing out.

Today, jewelry, tattoos and piercings have become major issues for many programs. For safety as well as professional appearance reasons you may decide to prohibit employees from wearing jewelry of any kind in the classroom and/or from having any visible tattoos. Ear rings, nose rings, etc. have very small parts that can cause a child to choke. Other jewelry can also be a safety risk. A child can pull a chain and cut an employee or a child can be scratched by a ring. It is important to be clear and to enforce any policy decision you make across the board for all staff in a similar employment classification.

You should consider fingernail length as well. Some employees prefer very long fingernails. There are colonies of germs that live comfortably under fingernails and, in addition, longer nails tend to rip through rubber gloves. Not very long ago a Pediatrics Ward in the Northwestern part of our country made the news. Apparently, the ward had a very high rate of infant mortality. After several months of research it was discovered that a bacteria living under the nails of some of the nurses was the cause of the infections and ultimately the deaths of the infants, although it was not strong enough to kill the nurses or their family members. Bacteria was present under the nails of nurses with both real and fake nails so the issue was related to the length and cleanliness under the nails. Requiring fingernails to be short and/or prohibiting fake nails will help employees keep them clean.

Employers should be careful when drafting this pol-

icy so as not to discriminate against the employees based upon gender. If women are permitted to wear a skirt, so are the male employees. We recommend being gender neutral in this policy to avoid problems in this area.

Employers will be required to provide religious accommodations to employees who, by religious mandate, are required to or prohibited from dressing in certain ways. For example, an employer may require that employees wear khaki pants or shorts to work. If an Orthodox Jewish woman is employed, and presents written documentation from her religious leader that she is mandated to wear a long skirt, the employer must accommodate her. This employee would be allowed to wear a khaki long skirt. Further, the employer may require this employee to wear pants or shorts under the skirt if the pant/short policy is to encourage the employee to get down on the floor with the children. The employee's religious beliefs are accommodated and the agency's needs are met. Likewise, if an agency employs an Islamic woman, it is likely that she will be required to have her head covered. Once written documentation from the religious leader is presented to the employer outlining this mandate, the employer must allow the employee to wear the head covering. The accommodations for employees with religious mandates will not negate your personal appearance policy for all of the other employees.

This policy may need to address issues like: personal hygiene, strong fragrances or perfumes, the use of fabric softener and the like. We are aware of a program that was forced to address the wearing of appropriate undergarments such as bras and underwear. When drafting this policy be sure to look at the unique nature of your employees and address all the issues that have been driving you crazy.

With all that said, we are proponents of having an agency uniform. The typical child care uniform would consist of a polo type shirt (long or short sleeved) and khaki pants/shorts. There are several reasons for our position. First, the uniform sets the employees apart from other adults in the center. This creates an air of professionalism. Secondly, parents and children can clearly identify the adults responsible in the center should there be a safety issue or emergency situation. Finally, employees can quickly identify non-agency adults, and proceed to escort them off the property if they are not identified in some other manner, such as a visitor or parent badge.

You will need to set standards that are acceptable to your agency's philosophy and work environment. Once again, in an "at-will" environment, the employer has the right to decide what is considered acceptable concerning appearance.





# 2009 Cape May Training Seminars

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**Strategic Planning for Business Owners  
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**June 23, 24 and 25**

Long Range Strategic Planning is a process whereby  
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trative/HR Systems.

Participants will learn about the Strategic Planning  
Process. Participants will be engaged in goal setting  
discussion and will be given strategies for how to as-  
semble a Strategic Planning Team, promote the open  
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### SESSION THREE

**Current Issues for Child Care  
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**July 21, 22 and 23**

Supervision of Children in the Early Childhood Classroom  
Court Orders and the Release of Children  
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### SESSION TWO

**Employment Issues and Strategies for the  
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**June 30, July 1 and 2**

Fostering a Harmonious Workplace  
Tackling New Trends in Employee Issues: Cyberspace  
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and Internet Access in the Classroom, Fashion/Tattoo and  
Jewelry Trends

Navigating Wage and Hour Laws: Are Teachers  
in ECE Exempt under the FLSA?

Unemployment Compensation Issues and Definitions  
related to the Early Childhood Industry

Employee Onboarding...a new definition of New  
Employee Orientation

ADA, Workers Compensation and FMLA...The Bermuda  
Triangle of Leave/Accommodation Issues

### SESSION FOUR

**Your Agency's Personnel Policies  
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**July 28, 29 and 30**

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**Cape May Training Seminars**

## FATHER INVOLVEMENT: Understanding the Benefits & Overcoming Barriers

By: Janice Nielowocki

Never before has so much emphasis been placed on "fathering." In recent years, sociologists have spent countless hours researching the father's role within the family and an increasing number of fathers are now taking on an active role in raising their children.

Undoubtedly, the American family as we once knew it has evolved and with it, the role of fatherhood. Although the traditional nuclear family of mother, father and children, still remains, we continue to see a rise in the number of non-traditional families. The unsettling result of these socio-demographic changes is that there's a greater likelihood that today's children will spend part of their life living apart from their father than their counterparts of yesteryear. Although many unmarried parents work to raise their children together, research shows that father involvement under these circumstances is sometimes minimal.

Regardless of whether the family is intact or not, father involvement in childhood years is critical to the development of the child. Whether it is early care within the home, or involvement in the child care center, the value a father's input brings cannot be underestimated. Research clearly shows that when fathers are regularly and frequently involved with their children there are a wide range of positive outcomes for the children.

These positive effects can be seen early in life. One study showed that infants of highly involved fathers were more cognitively competent at 6 months, and by 1 year continued to have higher cognitive functioning. Another study showed that toddlers of highly involved fathers had a more diverse vocabulary and better overall verbal skills.

The resulting benefits of father involvement extend far past these early years.

Children with involved dads are more likely to enter school prepared to learn, tend to be more motivated in the classroom and show higher academic achievement overall. Studies also show that children of involved fathers have higher self-esteem and demonstrate social competency at an earlier age. Over the long term these children are more likely to have higher economic achievement and career success.

But the benefits are not just limited to the children. Fathers themselves profit from being involved with their children as they benefit from a secure father-child attachment. Involved dads seem to be better able to cope with stress and report feeling more competent. Mothers also benefit from father involvement as they report less stress and overall higher life satisfaction. When fathers are actively involved in the family, there is better communication among family members and thus a greater sense of family commitment and unity.

Undoubtedly father involvement is beneficial, however societal barriers exist that may deter fathers from getting involved in their child's early care. The family relationship is perhaps the most influential and can serve as a catalyst or a hindrance to father involvement. Not surprising, if the overall family context is positive, then fathers are more likely to be involved. On the other hand, if strife exists within the family, or if it is a separated family, the mother-father dynamics can certainly have a negative impact on father involvement. In addition, if both parents work outside the home, fathers will often take a more active role in child care out of sheer necessity. Interestingly, studies show that mothers themselves are perhaps the biggest influence as to the role the father takes. The mother often serves as "gatekeeper", either encouraging the father in child care (and thus opening the gate for involvement), or criticizing the job the father does (and thus closing the gate).

There are many personal reasons fathers often don't get involved with raising their young children. It may be the father's fear or perceived inadequacies concerning child care, time constraints, beliefs that child rearing is primarily the mother's job, monetary problems and/or substance abuse. In separated families, the father may no longer live in close proximity to the child, thus making involvement challenging at best. In still other situations, the father may be unaware of his paternity.

Cultural and generational expectations of fathers and their role can also present barriers to involvement. The role a father plays within the family can be very strictly dictated by cultural norms. Different cultures have different ideas concerning the meaning of fatherhood which often guides their behavior and subsequent father involvement, or lack thereof. Often, cultural and generational definitions of woman's work vs. man's work create well defined lines which are difficult for men and women to cross.

Pre-existing attitudes and biases often deter father involvement. We in child care, the very people who should be supportive of fathers being involved, often create barriers because we continue to focus on mothers as the primary care givers. How many times has a concern arisen with a child in your care and your first response is "I'll have to talk to mom about that"? In addition, staff may be ambivalent about father involvement and in many cases our programs and activities are not developed with the male's perspective in mind.

As we acknowledge the benefits of father involvement and take inventory of the barriers to that end, we must also recognize that we, the child care community, are in a unique position to foster father involvement. In promoting father involvement in our programs, we ultimately

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help to facilitate father's involvement in everyday care and support of their children. Child care programs that actively incorporate fatherhood involvement strategies have significantly greater father participation. Some strategies that have proven successful include:

- Setting specific father involvement goals
- Completing a needs and motivations assessment for fathers
- Taking a multi-disciplinary and culturally sensitive approach
- Providing outreach, including multiple recruitment methods
- Working to build relationships with fathers through partnership and patience
- Providing opportunities for engagement at various levels (i.e. individual, both parents, family, community)

It is crucial to create a culture of inclusion by making your center "father friendly." Strategies to help foster a "father friendly" environment include:

- Identifying significant male role models
- Providing training for staff regarding father involvement

- Recognizing and understanding father's legal rights when dealing with custody situations
- Actively recruiting fathers to get involved
- Scheduling activities after work hours or on weekends when fathers are more likely to be able to attend
- Sponsoring programs/activities that teach fathers how to help their children learn
- Offering activities that speak to Father/Male Specific Topics
- Placing pictures of fathers with their children around the day care center
- Educating fathers on the importance of their roles in their children's development.
- Letting dads know you appreciate them and their involvement!

The importance of men in their children's lives cannot be underestimated. Recognizing the benefits of father involvement, striving to overcome the barriers, and "going the extra mile" to encourage fathers to get involved can only help to strengthen the families we serve and will benefit the children to whom we dedicate our professional lives.

## CHILDREN'S BOOK CORNER

By: Janice Nieliwocki

Not often have I walked into a book store and been so captivated by a children's book that I couldn't wait to share it with others. But so was the case with the book Have You Filled A Bucket Today? A Guide to Daily Happiness for Kids. Written by Carol McCloud and illustrated by David Messing, this book teaches a very powerful lesson about the value of kindness.

The story begins with the simple premise that everyone in the world has a bucket to fill and that we fill each other's buckets through generosity and kind words. As we fill others' buckets and create happiness for others, our own buckets fill up and we ultimately create happiness for ourselves. To the contrary, when we are unkind or unwilling to help others, we are "bucket dippers", thus depleting the contents of everyone's bucket. What an important lesson for children (and adults) to learn!

As preschool teachers and supportive staff, you've probably spent countless hours helping young children develop and refine appropriate social skills. Have You Filled A Bucket Today? A Guide to Daily Happiness for Kids can serve as an important teaching tool, helping children recognize the affect their behavior, both positive and negative, has on others. It stresses the value in treating others with respect and kindness.

Carol McCloud has done a wonderful job in conveying an important, much-needed message in a concrete manner that children can easily relate to. The simple, yet powerful text is supported by colorful, appealing illustrations which clearly convey the character's feelings, so relevant to this book.

Have You Filled A Bucket Today? A Guide to Daily Happiness for Kids will appeal to children of all ages (and adults, too) and should be a "must read" in every preschool and elementary school alike. Why not add it to your library today? Perhaps if we start "filling buckets" at an early age we can truly make a difference in the world in which we live. It can't hurt!!!!

*(Carol McCloud has recently written a subsequent book Fill A Bucket: A Guide to Daily Happiness for the Young Child. Although Have You Filled A Bucket Today? A Guide to Daily Happiness for Kids is appropriate reading for preschoolers, if you are working with very young children you may want to consider the subsequent book.)*



## WHERE IN THE WORLD...

Contact us at (215) 785-3400 to see if we can visit your program when we are in town.

**Feb 25 and 26:** HR BOOT CAMP: Orland Park, IL. For registration information go to [www.childproviderlaw.com](http://www.childproviderlaw.com) and look under Seminars.

**March 3:** Ocean and Shore County AEYC General Meeting, Toms River, NJ

**March 12:** Oregon Association of Child Care Directors, Newport, OR. For information email Carol McMurdie at [mcmurdie@mac.com](mailto:mcmurdie@mac.com)

**March 13 and 14:** CITE, Somerset, NJ. For information contact Helen Muscato at [helenmuscato@verizon.net](mailto:helenmuscato@verizon.net)

**March 17 and 18:** HR BOOT CAMP: Boston, MA. For registration information go to [www.childproviderlaw.com](http://www.childproviderlaw.com) and look under Seminars.

**March 24:** EIRC Directors Training, Sewell, NJ. For information email Elmora Thomas at [ethomas@oel.nj.us](mailto:ethomas@oel.nj.us)

**April 1 and 2:** Pennsylvania Head Start, Harrisburg, PA. For information go to [www.paheadstart.org](http://www.paheadstart.org)

**April 24 - 26:** Maryland State Child Care Association, Ocean City, MD. For information go to [www.mscca.org](http://www.mscca.org)

**April 22 - 25:** National Association of Child Care Professionals, Lake Buena Vista, FL. For information go to [www.naccp.org](http://www.naccp.org)

**April 27 to May 2:** National Head Start Association, Orlando, FL. For information go to [www.nhsa.org](http://www.nhsa.org)

**May 6:** 4C: Community Coordinated Child Care, DeKalb, IL. For information contact [www.four-c.org](http://www.four-c.org)

Ron, Dawn and Jan will be traveling to the following cities for Local, State, Regional and National Conferences on the dates indicated. We welcome you to attend the conferences. Information has been provided so you can contact the organization conducting the training/conference.

If we are going to be in your state or area, we welcome you to contact us about coming to your program or organization to do a private training. The cost of bringing us in to your program or organization is significantly reduced because we are already traveling to your area. We certainly don't mind adding a day or two to our travel schedules to work with you.

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