

# NHAEYC Newsletter

Serving Those Who Work with Young Children

Fall 2006

## A letter from our President

Dear Colleagues,

When I was asked to run for president, I was thrilled and honored. Me? Really? Of course I'll do it! Then I started to wonder what does being president of NHAYEC actually mean? Well, my job description says that I am the senior volunteer leader, that I provide leadership, chair meetings, discuss issues, and help guide. These are big tasks indeed. I could get overwhelmed, but I won't because I realize that none of these things can be done alone. Leadership is not about one person in front of a group, it is how a group learns and works together. Leadership is about collaborating towards a common goal. It is about respecting each other, empowering each other and sharing our moments of wonder. It is about **community!**

Not too long ago, I worked on a project about leadership in which I asked some prominent NH early childhood educators about being a leader. Their advice:

- Even the most experienced, competent person can get nervous.
- Be true to yourself.
- Come in with a love of what you do.
- Don't be afraid to make mistakes.
- Remember your passion!!!
- Allow yourself to be vulnerable - there is always something to learn.

So, I will heed this advice as we start a new term with a new board – some are continuing their work and sharing their expertise, others are brand new members bringing their enthusiasm and fresh ideas. I am looking forward to being part this community of committed professionals. Let's go forth in supporting one another as we create a better world for our young children. Together.

Respectfully yours,  
Denise Corvino, President

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The young person's global art project CHALK4PEACE was celebrated on September 16, 2006. Over One million artists were drawing for Peace... everywhere!

CHALK4PEACE is not an anti-war protest and does not advocate that these events be used to that purpose. This event was about PEACE, and the artistic concepts thereof.

Photo on right submitted by NHAEYC member Leah Allin, Preschool & Kindergarten



## The End of an Era *by Kristin Booth*

On August 18, 2006, an era in early childhood in New Hampshire came to an end when Dr. Margaret Leitch Copeland left her position as the Administrator of the Child Development Bureau. Dr. Copeland, or Margaret, as many know her, had vision, and a new idea was always on her tongue. In the eight years that she served as our Administrator, she worked with the Bureau and others in the field to accomplish much for children, families and professionals in early childhood.

Her legacy includes our Professional Development System, over \$1 million spent on college courses for early childhood professionals, the Caring for Infants and Toddlers seminar at Waterville Valley and equipment grants to improve infant/toddler environments, License-Exempt Provider Appreciation Day, the Early Learning Guidelines, the QUEST Center, Web-billing for providers, scholarships for all income eligible children in the state, background checks for all providers to help ensure safety, a system to track improper payments to child care providers, a biennial Market Rate Survey with a 90% response rate (among the highest in the nation), the Preschool Technical Assistance Network (PTAN) to assist providers in serving children with challenging behaviors, a Child Care Resource and Referral Network with all 10 agencies Quality Assured, a 3-level quality rating system of Licensed, Licensed Plus and Accredited, and of course the Celebration of Early Childhood Professionals. Even as she departs, there are projects on the horizon that are a result of her vision such as electronic funds transfer for provider payments and a provider billing and payments handbook with trainings on them to follow. Margaret is most proud of the fact that all of these services are available to benefit children, families and early childhood professionals statewide.

As I consider these accomplishments, I can hardly imagine how bleak the landscape of early childhood would be in our state without them. Most of them were hard fought, but worth the battle. I daresay there's not one of us who hasn't been touched by her work. Margaret challenged us to move forward and applauded each one of us as we did. We are stronger as professionals and as individuals because of it.

So, now it's our turn to applaud you, Margaret, wish you well and just say,

"Thanks a million".

*Dr. Copeland will be teaching in Wheelock College's off-campus programs, is writing some articles, and consulting with early childhood programs.*

### NHAEYC Annual Retreat

On August 3, the NHAEYC governing and executive board held their annual retreat. During this retreat, the board reflected on board responsibilities and new board members were introduced to the history of the NHAEYC. The annual survey results were tallied by Vice President Kristin Booth and were distributed to all board members. Upon evaluating the results, Kristin's recommendations consisted of offering additional workshops, mentoring opportunities, and technical assistance throughout the state on accreditation. She also stressed that members would benefit from the NHAEYC strengthening its' advocacy efforts. The annual budget was also presented by Treasurer Mimi Creighton and was approved. Additionally it was announced that membership scholarships would be made available to college students enrolled in early childhood programs. Please feel free to come to an open board meeting. Our next meeting will be held on October 16, at Lily Garden in Westmoreland, NH.

### ***What's New With the CDB...***

In addition to the change in the Administrator, three other staff changes have taken place this summer. Dawn Rouse left the CDB in June to pursue doctoral studies in early childhood at McGill University. In September, Julie Choiniere accepted Dawn's former position as the Improper Payments Specialist, which leaves her position as the Child Care Training Specialist open. In August, Shari Purcell was hired as the School Age Specialist. Shari will be working with School Age programs and those who provide supports to School Age programs to provide training, improve quality and increase accessibility. Watch for the CDB mass mailing in your mailbox soon!

### ***The Resource & Referrals...***

Have you visited the R&R website yet? The web address is [www.nhccrr.org](http://www.nhccrr.org) On the website you can browse the trainings they are offering around the state and find information on providing quality child care. There is information for families on choosing child care as well as a child care finder. Did you know the R&Rs can also assist you with your credential application, licensing, Licensed Plus, or accreditation? Contact information for the R&Rs are provided on their website.

## The Beginning of an Era *by Kristin Booth*

Dr. Ellen Wheatley has been named the new Administrator for the Child Development Bureau. Dr. Wheatley has worked for 25 years on behalf of young children and their families, particularly those facing challenges in life, such as disabilities, poverty and homelessness, refugee status, early trauma or severe burns. For the past three years she has been on the DCYF administrative team as the Head Start Collaboration Administrator. Her most significant accomplishment in this role has been the implementation of the state-wide Strengthening Families through Early Care and Education initiative. This program emphasizes how early childhood programs are a natural fit to prevent child abuse and neglect. She has also been the Chair of several Head Start Conferences on such topics as Preschool to School Transitions, Oral Health and Management. Ellen is known to the early childhood community through her membership on the Child Care Advisory Council, the Early Learning Guidelines Taskforce, the NH Infant and Toddler Task Force and the Early Education and Intervention Network. Other early childhood professionals may know her as an adjunct faculty member at New Hampshire Technical Institute in Concord. Prior to coming to DCYF, she worked for Community Bridges for nine years where she worked with the Early Supports and Services and Family Support Programs. In 1995, she participated in founding the NH Association for Infant Mental Health and in 1999, worked with DHHS to establish the statewide network of Regional Interagency Infant Mental Health Teams.

Ellen's vision as the Child Development Bureau Administrator begins with building close partnerships with providers and stakeholders. She seeks to carry out inclusive planning and evaluation to meet the needs of all young children and families in the state and those that care for and provide services to them. Ellen describes NAEYC as "the brain trust of best practice and the supports to achieve best practice" and she looks forward to working with our organization.

I asked Ellen where her passion for early childhood and particularly those young children facing challenges and their families came from. She said she always thinks of young children as the parents of our society and if we can help them develop well, then we are really benefiting the next generations to come.

*Dr. Wheatley holds a Bachelor's and Master's degree in Music Therapy. Her Master's degree has an emphasis on children with special needs. Her Ph.D. is from Texas Woman's University in Child Development with an emphasis in infant mental health. She is credentialed through the NH Early Childhood Professional Development System and Trainer, Mentor, Faculty Level 4.*

## New Hampshire Resources

### Quest Center Job Bank

Are you looking for a job in the Early Childhood Education Profession? Do you want to advertise an Early Childhood position statewide? *If so, use the Quest Job Bank!*

This is a free service! To advertise a position send a message via email to [QuestCenter@lrsc.org](mailto:QuestCenter@lrsc.org) with your request to advertise a position. Send your ad as an attachment. This may be an ad you have already placed in a newspaper. Please include the job title, salary range, credentials required, and contact info. Send a detailed job description.

To JOB SEARCH send a message to [QuestCenter@lrsc.org](mailto:QuestCenter@lrsc.org) requesting to be added to the mailing list. You will be kept on the e-mail list until you request to be removed by contacting [QuestCenter@lrsc.org](mailto:QuestCenter@lrsc.org). Job advertisements will be forwarded to you each week.

*All job search correspondence is confidential.*

### Preschool Technical Assistance Network

Need help? Call PTAN for free onsite technical assistance or training to support your program's efforts to maintain children with special needs or challenging behaviors. You'll discuss your concerns with a caring individual who will work with you to develop a 'consultation plan' that is uniquely responsive to your program's needs. You'll work with PTAN consultants from your region to learn the knowledge needed to work successfully with those children who are particularly challenging.

All services are provided at no cost to New Hampshire child care providers thanks to grant funded support from the Child Development Bureau/DCYF.

To learn more about this program or to request assistance call Joan Izen, PTAN project coordinator at: 1-888-584-8200.

Funding for this project is provided by the Child Development Bureau, NH DHHS, Office of Family Services & Division for Children, Youth, and Families. PTAN/SERESC gratefully acknowledges the support of its collaborative funders: NHD OE/Special Education Bureau, NHDHHS/DDS/Family-Centered Early Supports and Services, NHDHHS/DBH/CMHS/Children and over thirty school districts across the state.

## The New Face of Accreditation *by Pilar Bescos Brackett*

### Part Two: The New Face of Accreditation— Signing up for the Adventure

October is here and the new accreditation initiatives are in effect. Together NHAEYC, the State of New Hampshire and the Child Development Bureau continue to support the improvement and quality of childcare and early learning centers and family-child care, as well as school-age programs throughout the state. We want to encourage you to take the second step of: ***Submitting an Application and preparing to complete the formal program self-study within one year.*** Your program can find separate charts with information on Application dates and timelines for currently accredited programs, as well as those not yet accredited, on the NAEYC website— accreditation section.

#### ***The following are requirements for application:***

- Meet eligibility requirements for NAEYC Accreditation:
  - Center- or school-based program serving children birth through kindergarten
  - Serving a minimum of 10 children
  - Operating for at least one year prior to submitting materials for candidacy (Step 3)
  - Regulated by the appropriate licensing/regulatory body (an alternative will be phased in for license-exempt programs)
  - Located in the United States or its territories, unless affiliated with United States Department of Defense schools and child development centers/programs
  - Willing to meet each of NAEYC's 10 early childhood program standards.
- Demonstrate that key program staff/leadership understand the NAEYC Accreditation process
- Establish a collaborative process for completing program assessment that involves the program administrator, teaching staff, families, and representatives of the program's governance.

#### ***The purpose of these requirements is to ensure that:***

- Only eligible programs submit applications to formally begin the accreditation process
- Program leaders understand what is involved in seeking NAEYC Accreditation
- The program has the capacity to complete a comprehensive, formal program self assessment within one year. The assessment will reflect the program's confidence that it meets each of the 10 NAEYC Early Childhood Program Standards, and can demonstrate satisfactory performance on at least 80% of the NAEYC Accreditation Criteria for each standard.

#### ***These requirements can be met by:***

Making sure that program applications include signoffs-by the program administrator and members of a program assessment team that includes representatives of the teaching staff, families, and governance-indicating that:

- The program meets the eligibility requirements for NAEYC Accreditation
- The team understands what the NAEYC Accreditation process entails
- The program is prepared to complete a formal, comprehensive self assessment within one year. (Program applications will include the recently introduced Notification of Intent, by which a program informs the NAEYC Academy that it will submit its Program Self Assessment Report within a specific period during that year.)

Remember...benefits from quality improvement are endless, and the process is on-going. As long as we are going forward, baby steps or giant leaps, that is what truly counts. Thank you all for making the great effort to advance your individual program's quality of care, as well New Hampshire's early childhood community. More information on ***Becoming a Candidate and Meeting the Program Standards*** will be included in the next issue of our newsletter—

*Best of luck on this next piece of the accreditation crossing!*

*For Part One of this accreditation series, see the Spring 2006 Newsletter located on our website.*

## Solving the Puzzle of Infant Curriculum: A Model for Infant Curriculum Development *by Dottie Bauer, Stacey Fortin, and Deirdre McPartlin*

### Curriculum and Infant Childcare

The Children's Defense Fund (2003) estimates that in the year 2000 there were six million children under the age of three in child care, and 55% of mothers with infants younger than one year of age in the workforce. Despite the number of infants in child care, there are few models to guide curriculum planning for infants. The term curriculum is defined as "all the courses of study offered by an educational institution" (Pickett, et al, 2000). Curriculum guides, curriculum standards, and curriculum frameworks are all part of the national education agenda. These structures often separate the curriculum development process from the teacher, the specific classroom, and the individual children involved. The concept of formal curriculum is counter to the prevailing belief among early childhood educators that infant curriculum should be focused on responsive care of each individual, with caregiving routines and daily schedule determined by the infant's needs, not by a formal plan (Gonzalez-Mena and Eyer, 2001).

Early childhood educators often find themselves using a curriculum model of themes, activities, and learning centers as the basis for their curriculum planning. This approach may be developmentally appropriate for preschool and kindergarten children, but is it the most effective way to think of infant curriculum? The early childhood field must be clear in articulating what is developmentally appropriate curriculum, in order to avoid the problem of developmentally inappropriate lessons being pushed down to younger ages. For example, dittos and worksheets that focus on phonics are inappropriate for young preschool children, because young children need hands-on experiences with language and books to promote their literacy learning (Bredekamp and Copple, 1997; NAEYC and IRA, 1998). This same downward pressure is coming to bear on infant classrooms, in part because infant teachers don't necessarily have alternate models at their disposal. We must avoid the trap of "getting them ready" for the next step of life and focus instead on who our children are now and what they need to grow and develop in an optimal way while in group care. This article will explore an alternate model for infant curriculum development that focuses on the important human and physical components of the infant classroom.

The Child Development Center at Keene State College in New Hampshire is the laboratory program for the Early Childhood major, and also provides observation and field experience opportunities for undergraduate and graduate students in education, psychology, physical education, music, and other appropriate disciplines. Early Childhood majors, who are eligible for Birth-to-age-8 teacher certification upon graduation, complete both a semester-long part-time field experience and a full-time 7-week student teaching placement in one of the Center's four classrooms. The challenges that student teachers faced when planning infant curriculum motivated us to articulate a model for infant curriculum that was unique to the age level rather than 'watered down' preschool curriculum.

To finish reading this full length article, please visit our website at [www.nhaeyc.org](http://www.nhaeyc.org) and click into Newsletters

## Stereotypes & Racism in Children's Movies *by Libby Brunette, Claudette Mallory, and Shannon Wood*

### *Racial Awareness*

According to the National Association for the Education of Young Children (NAEYC), children between 2 and 5 years of age start to become aware of race, ethnicity, gender and disabilities. They can accurately identify "Black" and "White" when labeling pictures, dolls and people. Children develop their own racial identity during preschool and elementary school years (Ramsay, 2003). Children learn stereotypes and attitudes about race from their parents, caretakers and the world around them (Linn & Poussaint, 1999). That world includes books and various media images such as television and movies that children encounter on a regular basis.

### *Stereotypes and racism in movies*

According to the Merriam Webster Collegiate Dictionary, racism is defined as "a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race" (2005-2006). Stereotypes are preconceived or oversimplified generalizations usually, but not always, involving negative beliefs about a particular group.

At a very young age, many children are exposed to movies, whether at the theater or on videos at home. One major producer of children's movies is the Disney corporation. These animated films are often perceived as innocent and wholesome. "Given the influence the Disney ideology has on children, it is imperative for parents, teachers and other adults to understand how such films attract the attention and shape the values of the children who view and buy them (Giroux, 1995). There have been many instances of racism identified in Disney movies including *The Jungle Book* (1967) which portrays gorillas and orangutans that sound like black people and *Oliver and Company*, with a Chihuahua named Alonzo that is typecast as a Latino troublemaker.

To finish reading the full length article, please visit our website at [www.nhaeyc.org](http://www.nhaeyc.org) and click into Newsletters

## The Results are In *by Kristin Booth*

Thank you to all 143 of you who filled out our annual survey at our regional meeting in Keene, at one of our two conferences, or my mail from last spring's newsletter. The survey results were presented and discussed at the annual Board retreat on August 3<sup>rd</sup>. Of those that responded to the survey, 68% are current members. The most common reason for not joining is cost and the second most common reason is procrastination. A small handful of responders (5 total) indicated that they didn't know about NHAEYC or didn't know how to join. Your Board would like to see this number reduced to zero.

Not surprisingly, the most used benefit was the Spring Conference (as this is where 64% of the surveys were collected). The next most frequently used benefit is *Young Children* magazine. These were followed equally by the NHAEYC newsletter and website. Only 7% of respondents had attended a regional meeting with dinner and a guest speaker. It was also shown that this was one of the benefits that people reported not being aware of (40% of total respondents). There was almost a direct correlation in the opposite direction of the order of benefits used and those benefits that respondents were not aware of. The benefit that respondents were least aware of is the ability to participate in an insurance plan and this was also reported as the least used benefit. NAEYC member benefits are included in the packet member receive upon joining or renewing their NAEYC or NHAEYC affiliate membership. Membership benefits can also be accessed online at <http://www.naeyc.org/membership/benefits.asp>. Information on member benefits specific to New Hampshire can be found on the NHAEYC website at [www.nhaeyc.org](http://www.nhaeyc.org). These benefits include scholarship requests, credential incentive program and information on the Family Resource Connection. Information can also be found on the website regarding upcoming event and conferences.

As for other benefits respondents said they thought would be helpful were trainings (68%), a job posting site (55%), networking sessions (26%), opportunities for advocacy (25%), more frequent newsletters (21%), and a web bulletin discussion board (25%). Members can access the NAEYC's national discussion board through the members only login at [www.naeyc.org](http://www.naeyc.org).

The number one reason given as a motivator for attending events was that the workshops looked interesting. (Thank you Kate Stanley, Lisa Ranfos, Lorraine Harris, Lisa Strout, and their committees for assembling such engaging conference sessions!). The next most popular reason for attending was to receive training hours; then to network with other ECE professionals; followed by satisfied returning customers and the location. The greatest barrier reported was distance. One should note that events were held in three different parts of the state this year (Keene 2x, Bartlett and Stratham). This means that everyone would have to drive somewhere, but conversely, we hope you find an event near you too! Not surprisingly, the next most reported reason for not attending functions was that people were too busy; this was followed by the issue of cost of the event. Please note that members receive discounts to conferences and scholarships are available as mentioned above.

This year our focus topic was on accreditation.

We found that 28% of survey respondents work in an accredited program (19% did not answer the question). Then 37% reported that if their program was not accredited that they would like to see it become accredited (57% of the total survey respondents did not answer this question). Fifty-eight percent said they thought that becoming accredited raised the quality of a program, and 57% thought that working towards accreditation (the self-study process) improved program quality. The biggest barrier that respondents reported was that it feels overwhelming, followed by the cost of applying. These were followed in order by the cost of making changes, too time-consuming and lack of support. Other supports that respondents thought would be helpful (in order of most frequently indicated): financial support, workshops on accreditation, and mentoring from someone who has been through the process. Only 27% of respondents reported knowing that the Child Development Bureau would pay for their accreditation fees. (Contact Baerbel Wills at 271-4843 for more information).

In terms of advocacy, the most frequently mentioned issues were pay and benefits. Many respondents also gave us great ideas for training topics.

As the Vice President of NHAEYC, it is my responsibility to conduct the survey and report to the Board. Based on the survey and an informal, non-statistical analysis of the results, I made the following recommendations to the Board:

*Continued on Page 7*

## Administrator's Conference Update

The NHAEYC/VAEYC Administrator's Conference is expanding to 2 days! This year's conference will be held on Friday, February 9, 2007 and Saturday, February 10, 2007 at the Lake Morey Resort in Fairlee, VT.

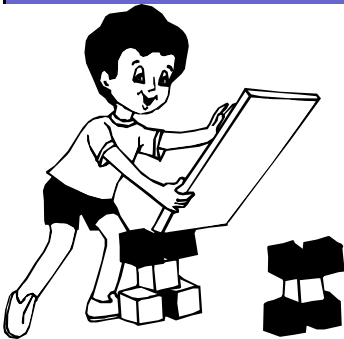
The keynote speaker is William H. Strader, Ed.D. Professor of Early Childhood Education and Director of the Institute for Early Childhood Leadership and Professional Development at Johnson & Wales University in Rhode Island. Bill's keynote "Play in the Lives of Children; A perspective for Administrators" will be presented on Friday night after dinner.

The sessions are full and half day with tracks that include: NAEYC accreditation, staff scheduling and supervision, indoor and outdoor environments, staff mentoring, infant and toddler care, technology, and finance.

Brochures and additional information will be available mid-December on our website and mailed out to over 4500 members in the New England states. For more information, please contact Lori Harris at Lorraine. Harris@hitchcock.org.



## Spring Conference Update



We are excited to be holding the NHAEYC 2007 Spring Conference at the Grand Summit Hotel and Resort in Bartlett, NH.

This year we have decided to expand our Spring Conference to two days (April 27th and 28th, 2007). Each day will have a different focus. Friday will be focused on leadership and motivation and Saturday will be focused on curriculum.

Julie Bartkus (<http://www.motivateteachers.com/>) will be giving the Friday's keynote address and Pam Schiller (author of The Complete Resource Book for Preschoolers, Where is Thumbkin? and Start Smart) will be giving the Saturday keynote address.

We are beginning our search for presenters. Please complete the Request for Proposal form if you are interested. For questions, email [springconference@nhaeyc.org](mailto:springconference@nhaeyc.org).

### The Results are In ~ *Cont.*

1. Work on a marketing plan to include benefits of membership and information on how to join.
2. Specifically market the regional meetings; perhaps try to offer a couple more of these during the year. Consider training topics from advocacy notes.
3. Offer workshops, mentoring and technical assistance on accreditation around the state.
4. Focus advocacy efforts on compensation issues: pay and benefits.
5. Continue to improve the process of distributing and collecting surveys.

The Board will consider these recommendations as well as other comments from members as we formulate a new three-year strategic plan. We appreciate the time that each respondent took to fill out our survey, and if you didn't participate this year, we hope you will consider doing so this coming year.

### Accreditation Information ~ *Kate Mawson*

Greetings to all!

We would like to thank everyone who came to our first accreditation training night. We were glad to see people preparing for the switch to the new standards that began on September 16th for all programs. There will be more trainings like this one going on in the future throughout the state so keep on the look out!

We would also like to announce that administrators with a New Hampshire Early Childhood Professional Development state credential, levels two through four, have been approved as an adequate substitute for section three of the administrator qualifications. This means that you receive thirty five points towards your one hundred. NAEYC has clarified that you must have some points from each of the three categories, even if you reach 100 points in just two.

If you have any questions on the new standards or about any of the upcoming accreditation trainings please feel free to e-mail me at [Kate.Mawson@gmail.com](mailto:Kate.Mawson@gmail.com).

Hope that everyone has a great start to the school year!

## Art and Emotion by Denise Corvino

When I walk into a museum, I feel *something*. It may be awe, joy, or confusion. The artist can create emotion by using form, texture, and color. Art can be a way to explore materials, feelings, or ideas. When I create art, I feel a release of emotion; a sense of freedom. As Ursula Kolbe describes in *Rapunzel's Garden*, "Painting is a wonderfully sensuous experience. Plunging into color with a brush, gliding, swooping, skimming along...these are joys that enthrall painters." Since art can evoke such an emotional response in me, I wonder how art and emotion are related. How does children's art reflect emotional development in early childhood?

To a preschooler, art is whatever she decides to create. As she develops self-understanding, her art is transforming from an exploration of materials to a reflection of what she is thinking or feeling. This is wonderful time to learn the joy and mystique of art and the discovery that, "I can create!" These are the years that the preschooler is developing a sense of identity and self-esteem. During these important years, a child develops a sense of himself and of others. Art can encourage a child to explore his world in a very tangible way - by touching, manipulating and arranging the materials in his world.

There are many stages to a child's art development. What the average adult might see as just a scribble is really a complex activity, ranging from the random marks on a piece of paper to the discovery that there is a connection between the crayon in his hand and the marks that he is making. The child then repeats the marks and learns he can control what goes on the paper. Those who have worked with preschoolers can tell you that often their work goes beyond just marks on a page and sometimes, each mark has meaning to that child.

The observation of a child's art process can help us understand the stages of emotional development. At 18-24 months the child has developed self-recognition and a sense of independence. In his art we see random marks which reflect motor control. It looks like scribbles and loops. A toddler's autonomy is reflected in his vigorous scribbles. He can make strong marks all by himself. At 24-36 months the child can label simple emotions in herself and in others. Basic forms are beginning to appear in her work. A three-year-old may name her artwork which reflects her increased vocabulary. The labeling of drawings coincides with the labeling of emotions. At 36-60 months the child can consider more complex relations between emotions and situations. A reflection of a child's emotional development is most evident in the older preschooler's drawings of several people on one page. This happens at a time when the child has fully developed her sense of self and of others and is aware of her effect on others. She can understand that different people can have different feelings about the same situation.

In considering children's art and the connection to emotional development, we must include factors such as environment, temperament, and experience that may affect a child's development. As Deb Curtis and Margie Carter explain in *Designs for Living and Learning*, "each environment also influences the people who use it in subtle and dramatic ways. Depending on individual dispositions, experiences, cultural orientation, or needs of the moment, people may prefer to be...quiet or actively engaged." A child who has regular access to materials may have gained a certain mastery of those materials. Another child may just prefer blocks over paint. In order for each child to be understood and appreciated, we must get to know them. We must take their everyday activities as serious work.

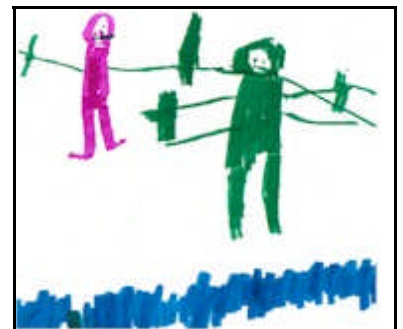
If we begin to think children's art as a form of expression of how they see the world we can try to read into children's art. We can trail the stages of emotional development in relation to art development to help understand and know the child better. If we marvel when a child discovers that they have power and ability to create something, we can provide honest appreciation and encouragement. There is so much more to it than just a scribble on a piece of paper. The next time you see a child at the easel, instead of asking, "What is it?" say "Tell me about your painting."

### References:

Curtis, D. & Carter, M. (2003). *Designs for Living and Learning: Transforming Early Childhood Environments*. St. Paul MN: Redleaf Press

Engel, Brenda S.(1995), *Considering Children's Art: Why and How to Value Their Works*, National Association for the Education of Young Children, Washington DC

Kolbe, U.(2001). *Rapunzel's Garden: All About Young Children and Their Art*. Paddington NSW Australia: Peppinot Press



## 2007 NHAEYC Spring Conference

### Request for Proposals

\* April 27 & 28,  
2007

\* To be held at  
the spacious  
Grand Summit  
Hotel & Resort,  
Bartlett, NH

\* Friday  
Keynote:  
Julie Bartkus

\* Saturday  
Keynote:  
Pam Schiller

\* 8:00 am -4:30  
pm

Please join us in building another successful conference for NHAEYC. We are looking for presenters to share their knowledge and ideas with other early childhood professionals. This year's theme is "Building Blocks for the Future". Julie Bartkus (<http://www.motivateteachers.com/>) will be giving the Friday's keynote address and Pam Schiller (author of The Complete Resource Book for Preschoolers, Where is Thumbkin? and Start Smart) will be giving the Saturday keynote address. Workshops are at least 1 hour in length.

#### Suggested topics are:

##### Friday:

Parent Involvement  
Preparing for Accreditation  
Communicating with Parents  
Leadership  
Advocacy  
Family Child Care Environments  
Professional Profolios  
Digital Portfolios  
Grant Writing  
Team Building

##### Saturday:

Exploring Art  
Nature in the Classroom  
Emergent Curriculum  
Outdoor Exploration  
Hands-On Math and Science  
Literacy  
Block Play  
Music and Movement  
Environments  
Behavior Management  
Dramatic Play/ Puppets

As a presenter you/your group will be paid \$100 per workshop in total as well as free admission for one presenter to the conference (A \$100 value including breakfast and a buffet lunch). If you/your group are presenting for the entire day you will be paid \$350 in total.

Please call Kate Stanley at 356-5979 (Weekdays) or 323-9320 (Evenings), Lisa Ranfos 271-8911 (Weekdays) or 485-6202 (Evenings), or email [springconference@nhaeyc.org](mailto:springconference@nhaeyc.org) if you have any questions. Proposals may be mailed to NHAEYC Spring Conference, PO Box 632, North Conway, NH 03860 by January 5, 2007.

### Proposal Response Form

#### Presenter Information

Name: \_\_\_\_\_ Organization: \_\_\_\_\_

Email: \_\_\_\_\_ Position/Role: \_\_\_\_\_

Credential Level: \_\_\_\_\_ Day Phone #: \_\_\_\_\_ Eve Phone # \_\_\_\_\_

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

Name: \_\_\_\_\_ Organization: \_\_\_\_\_

Email: \_\_\_\_\_ Position/Role: \_\_\_\_\_

Credential Level: \_\_\_\_\_ Day Phone #: \_\_\_\_\_ Eve Phone # \_\_\_\_\_

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

Have you ever presented before? Yes No If so, where? \_\_\_\_\_

Please list a reference and phone # for that presentation \_\_\_\_\_

#### Please attach:

One copy of the Workshop Abstract (a brief summary for the conference program, including workshop title) and one copy of the Workshop Description (one double-spaced typed page) that includes the goals, outline and other info that will be helpful for the review committee.

Are you willing to repeat the workshop at this conference? Y N

## NHAEYC Governing Board 2006-2008

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Past President	Johanna booth-Miner, Director Live and Learn Early Learning Center, Lee
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*Visit us at [www.nhaeyc.org](http://www.nhaeyc.org)*

*1-888-225-4884*

*1-603-225-4856*

## NHAEYC Office News by Lisa J. Strout

Hello Everyone! I hope the summer weather brought beautiful flowers, fresh air, and fun activities. As the fall season comes upon us, the office has been a buzz with a flurry of information that I would like to share with all of our members. These include a new appointment to the National Council, information on insurances, changes to our member Scholarship Program, help on voting issues, and a call out to all those carpoolers.

First, I would like to congratulate Lori Harris, our President-Elect on her new appointment to the Council of Accreditation of Programs for Young Children with NAEYC. As representative, Lori will attend a minimum of 9 meetings in Washington, DC over the course of the next three years, in which she will work with others to develop policies and examine how they impact the Accreditation Process.

In a recent board meeting, it was brought to our attention that many in-home child care centers are running into increased insurance premiums. As such, many programs are using multiple agencies for a variety of services trying to piece together affordable rates. A few agencies were offered to share with this provider pool; these include Thomco; Forrest T. Jones, an agency affiliated with our National organization; and the New England Employee Benefit Company. If you know of a company that you have found reliable, please email me the name and I will put it into the next newsletter.

Do you benefit from our scholarship program? If so, you are one of over 70 members who did so this year! During several recent board meetings, changes were addressed as we looked to create a more streamlined policy to better meet the needs of all of our members. To highlight some of these changes, the NHAEYC Board: decreased the amount from \$100 to \$75 to be disbursed to each member; increased the line item from \$3000 to \$6,124 to be expended; and most importantly, funds must be distributed to individual members upon completion of their volunteer hours. To read more about our policy, as well as access our scholarship request form, please see our website or contact the office and remember these funds can be used for any workshop or conference!

Are you wondering who to vote for in the upcoming elections on November 7<sup>th</sup>? When it comes to NH's children, how do your elected officials measure up? Did you know that you can check out the Children's Alliance Website at [www.childrenNH.org](http://www.childrenNH.org) to find out regular updates on children's issues in NH, web-based tools to connect you to your elected officials, advocacy tools and strategies, and links to national and state reports on the issues you care about. While recently on the website, I was able to find the 2006 legislative report card to know how my incumbent legislators voted on key child care issues and I was able to download the 2006 Priorities for NH children, as well as, a large variety of fact sheets. Remember, children cannot vote~ it is up to us to advocate for them!

Lastly, do you find yourself driving to conferences and workshops alone? Are you looking to connect with other members and share ideas about quality child care? Are you finding it challenging to attend trainings due to the high cost of gas prices? Are you looking for a way to share travel costs? If so, I encourage you to consider carpooling with your fellow NHAEYC members. If you would like to carpool, please contact me at the office and I will help connect you with others. 1-888-225-4884 or [WWW.NHAEYC.ORG](http://WWW.NHAEYC.ORG)

## Save the Date

October 16~ Open Board Meeting Lily Garden Learning Center, Westmoreland, NH

October 20 & 21~ 34th Annual VAEYC Early Childhood Conference, Sharing the Journey: Learning and Leading Together. Stowe, Vermont. [www.vaeyc.org](http://www.vaeyc.org)

November 2~ Open Board Meeting & Workshop, NHCTC Keene, NH. Contact ChildFirst CCRR, 603-352-7512 x4227.

November 4~ ELNH will host its annual conference "Through the Eyes of a Child" and focuses on learning from the child's perspective. Southern New Hampshire University, Manchester NH. Contact ELNH at 603-226-7900.

November 7-10~ NAEYC National Conference, Atlanta Georgia. [www.naeyc.org](http://www.naeyc.org)

January 26, 2007~ BAEYC Conference, Boston-Burlington Marriott, Boston Ma. [www.baeyc.org](http://www.baeyc.org)

January 22, 2007~ Open Board Meeting & Workshop, NHTI Concord, NH

February 9 & 10, 2007, NHAEYC & VAEYC Administrator's Conference, Fairlee, Vt. [www.nhaeyc.org](http://www.nhaeyc.org)

March 30 & 31, 2007, MaAEYC Conference, [www.massaeyc.com](http://www.massaeyc.com)

April 22-28, 2007~ Week of the Young Child ~scholarship information for events is available at [www.nhaeyc.org](http://www.nhaeyc.org)

April 24, 2007~ Celebration for Early Childhood Professionals, Howard Recreation, Concord, NH 5-7 pm

April 27 & 28, 2007, NHAEYC Spring Conference, Bartlett, NH [www.nhaeyc.org](http://www.nhaeyc.org)

June 10-13, 2007~ National Institute for Early Childhood Professional Development, Pittsburgh, Pa. [www.naeyc.org](http://www.naeyc.org)



**NEW HAMPSHIRE ASSOCIATION  
FOR THE EDUCATION OF  
YOUNG CHILDREN**

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Gryphon House, Inc., Beltsville, MD  
Hannaford, North Conway, NH

Hartmann's Train Museum, Intervale, NH  
Highlights for Children, Columbus, OH  
Isles of Shoals Steamship Company, Portsmouth, NH  
Jan Brett, Author  
Jurassic Sand, Salt Lake City, UT  
Kidwick Books  
Lady of America, Keene, NH  
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Lauri Toys, Smethport, PA  
Lisa Strout, Lempster, NH  
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NHAEYC, Concord, NH  
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Parenting Press, Inc., Seattle, WA  
Red Leaf Press, St. Paul, MN  
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Soyfire Candle, N. Conway, NH  
Staples, Keene, NH  
StoryLand/Heritage N.H., Glen, NH  
Teaching Strategies, Washington, DC  
The Children's Museum of Portsmouth  
The Metamorphosis Museum, Derry, NH  
The Metropolitan Coffee House, N. Conway, NH  
The SEE Museum, Manchester, NH  
The Toy Chest, N. Conway, NH  
VNA Child Care and Family Resource Center, Manchester  
Waldorf School, Keene, NH  
White Birch Books, N. Conway, NH

Granite State College (formerly known as the College for Lifelong Learning) offers a Bachelor of Science degree in Early Childhood Education (ECE), as well as ECE courses for individuals working towards an Early Childhood Credential. Eligible students in ECE at Granite State receive tuition support through the Early Childhood Grant administered in cooperation with the NH Child Development Bureau. To be eligible for tuition assistance, students must be employed at least 20 hours a week in a NH licensed or license-exempt Early Childhood program, or be working towards a credential. Grants are awarded as follows: 100% tuition for the first-ever ECE course; 50% tuition for subsequent ECE courses; one grant award per student per semester. Granite State can also send an ECE course, with instructor, to your child care center, if you can provide at least 8 adult learners, classroom space, and adult-size chairs and tables for the learners. Currently the college supports two four credit courses at child care centers in the state, and is working with two others to bring courses to them. For more information, please visit the college website at [www.granite.edu](http://www.granite.edu), and/or contact Sue Foley, Early Childhood Grant Coordinator, at [sue.foley@granite.edu](mailto:sue.foley@granite.edu) Sue Foley