

NHAEYC Newsletter

Serving Those Who Work with Young Children

Spring/Summer 2007

Exciting Changes are Happening at NHAEYC!

The NHAEYC Board is proud to announce that Lisa J. Strout, our current Affiliate Coordinator has accepted the position as the new Executive Director. Lisa has been working part time coordinating the office since February 2005 and will begin her full time position on July 1, 2007.

In addition, we would like to announce that NHAEYC has a new home and phone number!

You can reach the office

~ by telephone at 603-863-6851 or 888-225-4884

~via email at info@nhaeyc.org

~by mail at PO Box 85, Lempster NH 03605-0085

NHAEYC Office News

Hello Everyone, as I sit in my new office putting the finishing touches on the newsletter, I can hear the songs of the birds, the smell of the sweet lilac bushes outside my office window. As I look above my laptop, I can see the beautiful trees and gardens that abound in front of me— okay so I am thoroughly biased as I say this view is the best around because I now have the good fortune to work from my home office. Although I am fortunate to take in the views from time to time, I am also aware of the important work that needs to be accomplished in the upcoming months and years.

Starting in 2002, NHAEYC began the process of re-affiliation. Along with help from the National level, an extensive seven part strategic plan was developed and implemented. Over the past two years, the board has been actively working on creating a new strategic plan to be in place for the 2007-2010 cycle. With continuous written input from members through conference evaluations and the annual surveys, the board has been busy creating a plan that will support the continued growth and development of the organization. Individuals wishing to offer additional input are encouraged to contact the board by phone or email us at info@nhaeyc.org. A draft will be available for public viewing by mid-August.

In other news, in the Fall 2006 newsletter I mentioned Lori Harris, NHAEYC President Elect had been appointed to the Council of Accreditation Programs for Young Children with NAEYC. It is with great enthusiasm that I now report Lori has been elected as Chairman for the Council!

I hope you enjoy our latest newsletter, it is filled with updates from many of our committees~ including our new men's interest forum, as well as some great articles from our members, and a recent speech given by our President Denise Corvino at the 2007 Early Childhood Celebration. I am headed out to garden~

Inside this issue:

NHAEYC Office News	1
Accreditation Updates NH Child Care Resource & Referral	2
Public Policy Week of the Young Child	3
Administrator & Spring Conference NH Child Care Advisory Council	4
Men's Interest Forum	5
An Article Excerpt ~ Importance of Music... Henry Morgan Award	6
Use Your Words It's About the Everyday	7
My First NHAEYC Conference An Innovative Way to attend....	8 & 9
An Article Excerpt~ NAEYC's Reinvented Accreditation System, A Validator.....	10
NHAEYC Supporters Sponsors, Vendors, & Donations	11
Value of Membership Grant Save the Dates	12

Accreditation Updates, Kate Mawson Committee Chair

Over the past couple of months NAEYC has been working hard to keep Accreditation chairs updated on any new information that is coming out of Washington DC. It is so exciting to see how things are really coming together. There have been many questions coming to them from all across the country and it has helped them to figure out what else we all need to know. I want to share with you some of the things that we have been talking about in our monthly accreditation chair conference calls.

NAEYC has just recently added more information into the Frequently Asked Questions (FAQ) area on their website. The questions are organized by the steps in the process where you might encounter the same problem, and each question is dated. Some of the new questions involve portfolios and the coding of family and teacher surveys. The FAQ section can be found at: http://www.naeyc.org/academy/web_ready/faq1.asp

Many questions have come up regarding one of the REQUIRED criteria, 5.A.03. This criteria states that at least one staff member trained in pediatric first aid must be with *each group* of children at all times. That means that a trained teacher must be with each *group*, a school nurse for the whole center does not count unless they are in one specific classroom at all times. The academy is also recommending that in your center portfolio that you also include a copy of the syllabuses of the Aid courses that your teachers attended. This way there will be no questions about how valid one course is over another.

If anyone has had to make a call to the Accreditation Information Center in the past it may have been a problematic venture but no more! They have just revamped their whole process to help make things smoother. If all agents are busy there is now a voicemail system so that you can leave a message right away and not have to wait on hold. The voice mailbox has it's own staff and is checked every hour and all calls are returned promptly. If you have a tough question that the agent does not have a direct answer for, the question will go to a committee to be decided upon. This is to help keep all answers consistent and avoid the ambiguity problems that they have had in the past. These questions take longer to hear a response back from, but don't panic, they will respond back to you and the over 4000 calls and 800 plus emails they receive each month.

If you are coming up on your annual report the academy has asked everyone to provide as much information as possible, especially in the Emerging Practice section. They want to know if you have done any research into trying to put some of these criteria into effect and what obstacles you have faced. This way they can decide if it is even possible to put them in with the regular criteria. Also, please make sure that you are using the new forms. These are available online at http://www.naeyc.org/academy/web_ready/AnnualReport.asp

And finally, there have been three groups of assessors that have been trained so far across the country. A total of fifty regional assessors who do all of the observations and organize the visits. The regional assessors are paid and are required to do at least six to eight visits a month. To help the regional assessors if there is a large center is the local assessor. There have been ninety trained so far. These assessors are all volunteers, have less training, and can only do paperwork and other small tasks to help the regional assessor. They are not allowed to do anything that would involve an observation. If a local assessor is needed they will come with the regional assessor, they never come by themselves. To read more about a Validator who took the training to be an Assessor, turn to page 10.

For updated information the academy sends out an accreditation update by e-mail every couple of months. To sign up for this you can go to this web address: http://www.naeyc.org/academy/web_ready/accUpdate.asp and enter your information. This is a very useful tool that keeps you up to date on all of the changes that have been going on. I hope that everyone has a safe and happy summer!

New Hampshire Child Care Resource and Referral

Have you had a chance to check out the New Hampshire Child Care Resource and Referral Network website? It is full of information designed for families, providers, and community members! Individuals can access information around finding, providing, and advocating for quality child care in New Hampshire. Also available is a useful child care finder, multiple links to resources, and providers can locate and register for statewide trainings! So check it out at www.nhccrr.org.

Public Policy, Sara Secore & Ellen Ellsberg Edge, Committee Chairs

Sara Secore and I have joined together to continue the work of the NHAEYC Public Policy Committee. Our interest in the public policy arena is based upon our desire to see state and federal support for quality early childhood programming, and to ensure that the early childhood community has opportunities to give input to how that will be accomplished. Our work as providers is extremely important, and yet the typical pay for early childhood providers isn't in line with the scope of the work that we do. Our children and families deserve high quality early childhood care and education, and we as professionals require competitive pay and meaningful support for our work. We hope you will lend your voice, and join with us in initiating or supporting plans that will help ensure quality care for children and families in New Hampshire. Our goals for this year are the following:

E-List: Develop and maintain an e-list devoted to early childhood public policy and advocacy issues. This e-list will include information about legislative news and developments, alerts, opportunities for advocacy, events and other miscellaneous news. If you would like to be on our e-list, please contact Ellen Ellsberg Edge at eedge@keene.edu.

Stay Informed: Pay attention to public policy initiatives and developments at the state and local level: towards this end, we are involved with various groups around the state. Through our participation in various groups, we will better understand the needs of the Early Childhood community in New Hampshire, and we also stay alert to new developments or initiatives.

Keep you informed, through the e-list and through other media.

Give Input to New Plans and Systems that represent your perspective: As we acquaint ourselves with the public policy landscape in New Hampshire, we will see what types of initiatives we want to pursue or support. This will best be accomplished if we have a good understanding of the perspectives of New Hampshire early childhood community. We want to make sure that anything we advocate for is representative of NHAEYC membership. We will pay attention to legislative developments and initiatives, and see how we can effect or support those initiatives. Where those types of projects emerge, we will solicit your involvement and keep you posted.

Collaborate with other groups to advance projects that support our work with young children.

Pursue Professional Development projects that help to equip providers with advocacy skills, and that foster leadership development amongst providers in our state.

We hope you will join us! There is a lot to do, and only two of us to do it. As you know, it can sometimes be hard for us to get away from our programs, and "many hands can make light work". We would love your help. If you would like to join Sara and I on our new committee, you would be warmly welcomed!

Week of the Young Child (WOYC)

WOYC celebrates young children and thanks early childhood teachers and everyone involved in the care and education of young children. This year financial scholarships were awarded to the New Hampton Child Care Center (Kim Bruneau), Early Childhood Adventures Program (Jane Marquis), Monroe Preschool (Leah Allin), Manchester CCRR (Lori Wiley), City of Nashua (Chris Lister), and the New Hampshire Technical Institute (Lisa Ranfos) for support of events around the state.

It is never too early to start planning for next years event, to learn more about the "Week of the Young Child" (April 13-19, 2008) visit www.naeyc.org/about/woyc.

Also, the Child Development Bureau hosted their annual Early Childhood Celebration on Tuesday April 24, 2007 where Governor Lynch , along with Tessa McDonnell & our own NHAEYC Vice President Kristin Booth awarded over 140 early childhood credentials ranging from the Family Child Care Level One to the Trainer Mentor Faculty Level Four. In addition, 18 early childhood professionals who were recognized for their advancement in education by receiving the Henry Morgan Award (see story on page 6), 50 Licensed Plus programs and 57 NAEYC Accredited early learning programs were recognized! To learn more about the New Hampshire Early Childhood Professional Development System or the NH Child Care Quality Rating System, contact Kristin Booth at 1-800-852-3345 ext. 8167.

New Hampshire & Vermont AEYC Administrator's Conference

NHAEYC & VAEYC hosted their Second Annual Administrator's Conference on February 9 & 10th! With over 200 attendees, the Lake Morey Resort was buzzing with early educators and administrators from Maine, Vermont, Massachusetts, Rhode Island, and Connecticut.

We would like to congratulate Pat Woolett of Little Blessings in Portsmouth as the recipient of the 2007 Administrator of the Year award. Her commitment to child care does not go unnoticed!

You won't want to miss next year's conference, so be sure to mark your calendar for February 8 & 9, 2008. We will be bringing back one of our most popular keynote speakers who delivered a strong message 10 years ago, Ms. Paula Jorde Bloom!

NHAEYC Annual Spring Conference

Another great Spring Conference in Bartlett, NH!

We had another successful year with the Spring Conference in Bartlett, NH. The change to the 2-day format was a hit with 200 attendees on Friday and 400 attendees on Saturday.

The Friday night Murder Mystery dinner was a riot and was quite entertaining and interactive! The events leave us with many humorous memories!

We want to thank all the volunteers for their hard work in making the conference run as smoothly as it did! We have had wonderful feedback from our participants, vendors, and presenters! We could not have done this without your help!

Thank you to the board members who put in an extra helping hand at the registration table giving out those fabulous prizes and making sure that everyone was registered.

We have already started planning for the 2008 Spring Conference. If you would like to volunteer on the conference committee, please contact the Co-Chairs Kate Stanley & Lisa Ranfos via email at springconference@nhaeyc.org. Look for more information to be available on our website soon!

New Hampshire Child Care Advisory Council

New Hampshire Child Care Advisory Council (NHCCAC) is a legislatively enacted statewide forum that responds to child care issues and facilitates resources and information on early care and education in New Hampshire. The purpose of the NH Child Care Advisory Council is to: Further the development of quality and affordable child care; Provide a forum for groups concerned with child care and related services; Advise the Commissioner of the Dept. of Health and Human Services on policies and legislation regarding child care; Communicate with the Governor and the Commissioner of the Dept. of Education on Early Childhood initiatives and needs; and to advise the Child Development Bureau on priorities and budget planning.

Recently, the NHCCAC adopted a 5 year Strategic Plan to improve child care services that support children and families in New Hampshire, the anticipated outcomes of the five-year plan include:

- Policy initiatives driven to improve quality child care services, access, and affordability;
 - Increased retention of qualified child care professionals;
 - Appropriate compensation and benefits for well-trained child care professionals;
 - Increased professionalism and comprehensive professional development opportunities for the child care industry;
 - An expanded quality rating system that recognizes quality programs for children and promotes higher standards for teachers and programs;
 - A comprehensive system to collect and analyze data in order to improve quality child care in New Hampshire;
- Strong relationships with business community with increased understanding between the link of a healthy workforce and quality child care.

If you are interested in learning more about the Council, you can contact Deirdre O'Hare, Chair (603-883-7726 or Deirdre@seresc.net) or to learn more about what NHAEYC is doing to help with the implementation of this plan, you can contact Lisa J. Strout or Johanna Booth-Miner. A copy of the NHCCAC Five Year plan can be found online at www.nhaeyc.org.

NHAEYC Men's Interest Forum by JD Avallone, Co-Facilitator

April 28, 2007

Men in Early Childhood Education: Boys, Fathers and Teachers

It was my privilege to co-facilitate the Men's Interest Forum at the 2007 NHAEYC Annual Conference. Sixteen students, teachers, directors and owners (15f:1m) joined us to discuss issues facing men in early childhood education (ECE). What unfolded during the discussion was beyond anything I could have hoped for! The group decided that if positive change is to be effected in the relationship between men and early childhood education then the idea of active recruitment and support must be extended to boys, fathers and potential teachers. The concept that ECE is a place where anyone, including males of any age or role, can feel safe and successful needs to be inherent in our mission statements and daily practices.

Boys

- Acknowledge that, while boys and girls are more alike than different, there are significant **biological differences** that ought to inform our expectations of and interactions with boys. Just a few examples include lower impulse control, delayed ability to read non-verbal cues, hormone-supported active nature, difficulty connecting emotion to experience, and readiness to read roughly eighteen months behind girls.
- Understand that while research shows that boys generally mature socially, emotionally, cognitively and reach puberty slower than girls it also shows that boys are picked up six times less often when they cry and are magnets for harsh discipline. Boys are thus shamed for their natural physical tendencies while denied the nurturing they need to overcome their biological makeup.
- Introduce nurturing opportunities to boys consistently before age of ten (some research shows that there is a 60% chance of changing behavioral patterns before ten and at 10% chance after). Create relationships between classrooms in your center and, if possible, with an area elementary school. Allow a few children at a time to simply sit or play with younger children. Let them struggle with managing the younger children's challenging behaviors. Offer encouragement and positive reinforcement with a spoonful of constructive criticism. For many, the best way to learn is to teach!!!
- If you have a "Leader of the Day" in your classroom, perhaps change the title to "Teacher for the Day". You'll get some great feedback from the kids about what they think a teacher's job is. This may also challenge your students perceptions of the gender assignment of teaching.

Fathers

- Create an environment in the mindset of recruiting and retaining DADS! Perhaps, we might make sure that pictures of dads playing with their children are posted in public areas as well as in the classroom.
- Offer fathering workshops for dads with questions. Bring in a guest speaker and allow the fathers to be alone with that person without the eyes of well-intentioned, yet intimidating administrators and staff around.
- Dad and child play dates! Have a special event at your school designed just for fathers and their children including relay races, water balloon fights or nasty-food eating contests! You might even consider adding in an interview game that let's father and child explore each other's experiences like "What's your favorite thing to do with Mom?" or "If you could have any super power, what would it be and what would you do with it?"

Teachers

- Create universal precautions that apply to all staff for the protection of children from physical or emotional harm. Special rules only for men, like men cannot change diapers or cannot change diapers without another teacher present, perpetuates the stereotype that men are not trustworthy.
- Perhaps, create biographies for all teachers and have them available to parents when they're deciding on your program. They will notice the gender makeup of your staff and can ask questions from the very beginning.
- As coworkers of a male staff member, try to include his opinion when answering parents' questions. Whether the questions are about him personally or regarding the development of a child, give your coworker the opportunity have a voice and establish working relations with parents.
- Establish a rotating "greeter" role for teachers at the beginning and end of each day. The role is to help children AND parents with transitioning, but mainly to have some face-to-face time with the parents. By having this as a rotating role, we're fostering relations between all parents and teachers while supporting men as they establish their classroom identity.
- Childcare centers are going to need to play an active role in recruiting men as teachers if we're going to see any change. They might consider putting up recruitment posters that say, MEN ENCOURAGED TO APPLY. They may also attend job fairs and promote the same idea at both the high school and college levels.
- Education Departments could consider the same approach at college fairs.

A valuable lesson can be learned from the Men's Interest Forum at the 2007 NHAEYC Annual Conference. Women make up 98% of the workforce in ECE in the United States. It is becoming more and more apparent that boys, fathers and male teachers feel a sense of discomfort in such a female dominated environment. The women at our Men's Interest Forum set high expectations for the role of women in creating ECE environments that all males, regardless of age or role, can feel safe and successful.

The Importance of Music in the Lives of Infants and Toddlers, by Cheryl Gallien

Most people are influenced by music one way or another, at some time or another. Some play instruments, others sing, and the remaining group becomes the audience—they are the listeners. There are many aspects to music: hearing, listening, dancing, singing, and physically making an instrument work. All of these factors affect humans, possibly as early as the prenatal period (Lagoni et al., 1996) when a fetus hears the music the mother hears, feels the rhythm of her movements, or hears the beating of her heart via the swishing rhythms of moving fluids. However, even if the pre-birth experience is not considered, the music heard shortly after birth remains influential. Studies and surveys show that music plays an important role in the lives of infants and toddlers.

Music has proven to be an essential part of caring for babies and toddlers because they respond to it in such a positive manner. Love of music seems to be an inherent characteristic of babies worldwide (Johnson-Green & Custodero, 2002), and mothers from virtually every culture foster that love (Treehub, 2002). Perhaps an infant's first after-birth experience with music begins when its mother sings a lullaby and gently rocks the baby back and forth. Or, perhaps, after she lays the infant down, she turns the music box key in the mobile suspended from the infant's crib. A new form of music is introduced when mother and father, and virtually any other caregiver, begin speaking in the sing-song language called "parentese" (*Communicating with infants and toddlers through music*, 2001). Not long after that, games that involve rhythmic movement of the extremities are introduced along with short rhyming ditties. These fingerplays and nursery rhymes are important components of early childcare. As the infant continues to grow, she soon becomes an active musical participant, eagerly adding her "voice" to the song. When she has developed enough physical strength, she joins in instrumentally, banging on pots, squeaking toys, or shaking rattles. By toddlerhood, she is swaying and bouncing and adding a variety of other movements to her musical repertoire. Developmentally, much has been accomplished through music and its various forms: it has promoted social interaction, contributed to emotional well-being, enhanced physical coordination, and aided in cognitive and language development (NAEYC, 1997).

The various forms of music promote social interaction in infants and toddlers. When the mother (or the caregiver in a childcare setting) sings to the baby, the baby responds, becomes attentive, and makes eye contact with her. Eventually, the interaction becomes a duet, an interchange of communication between mother and baby. Socialization has taken place. A relationship is developing.

At the toddler stage, music continues to play an important role in a child's social development. Toddlers enjoy playing games, and music encourages cooperative and group play along with developing social relationships. Music allows the toddler to be a "star" for a few moments, so he gets the undivided attention that he craves from anyone who might be in the vicinity. Music is also a major avenue in holding a group of young children together, both literally (holding hands in a circle singing game) and figuratively.

To Finish reading this full length article, please visit our website at www.nhaeyc.org and click into newsletters

Henry Morgan Award

Henry Morgan was a socially responsible business executive who passionately advocated for quality early childhood education. He was a great resource and mentor to early childhood professionals working toward excellence in care for young children in New Hampshire.

Each year early childhood professionals are honored and recognized for reaching certain milestones in their professional development through the Henry Morgan Award which is awarded each year at the Child Development Bureau Early Childhood Celebration.

This year, among the 18 early childhood professionals, 16 are NHAEYC members! The board would like to congratulate Debra Asquith, Ryann Avila, Heather Blake, Jeannine Curro, Melinda Dassing, Lyndsey Gilmore, Wendy Hannagan, Catherine Hazelton, Marti Ilg, Penelope Lepisto, Kelley Macek, Diana Menard, Deirdre O'Hare, Jillian Pierson, Cheryl Robinson, and Suzie Truell on their accomplishments! To learn more about the Henry Morgan Award, contact Bob Spiegelman or Denise Corvino at info@nhaeyc.org.

Use Your Words, a book review by Sara Urban

Use Your Words: How Teacher Talk Helps Children Learn by Carol Garhart Mooney

Every once in a while a new book catches you attention and demands that you come back to it again and again. Was it the colorful cover, the title that sparked curiosity, a second book by an author that you know and respect, or a book in the search for teacher training material? This little book is all of the above and more.

It is a great one for all teachers, new or experienced, to read. It reminds us that what we say to children really impacts on their language development and their classroom behavior. The author gives concrete examples from her extensive work in Head Start classrooms.

The book is organized in five chapters with question for reflective thought at the close of each. The reference lists give excellent choices of books for further reading. This would be a good book to circulate among teachers and then discussed in a staff meeting.

Carol is one of our own N.H. early childhood educators. This is her second book published by Redleaf Press. Her first book published in 2003, is titled *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky*. It has been very well received and is used widely in college classrooms. Her second book is quickly rising to share the popularity of the first.

Carol has been in the early childhood field for more that thirty years. As a mother of four children she began her writing career as a “stay at home” mom with a Parenting column in a Seacoast newspaper. She says she has always loved to write and as an eight year old would take her paper and pencil and write stories out in the yard or in a tree. Writing just seemed to flow easily for her. As her children grew older she became more involved in preschool education and at one time had her own preschool in Exeter. About that time she was also very involved in the NHAEYC organization and served as president for several years. Not only has she taught children but she has been teaching potential preschool teachers for Granite State College for many years. Currently, she is Director of the Holy Cross Early Childhood Center in Manchester.

Copies of Carol’s books can be ordered directly from Redleaf Press or Amazon. It wouldn’t surprise me if she might have a few on hand that could be ordered. *Sara Urban, Mentor, Nottingham*

It’s About the Everyday, by Denise Corvino NHAEYC President

When I was asked to present the accreditation awards at this year’s Early Childhood Celebration, I had a difficult time writing my speech. At first I wrote about the accreditation process – that was a snore! Then I talked about the quality of accredited programs – a little better, but still, not quite right. I decided to share my personal experience with accreditation.

I remember my very first experience with accreditation. I was fairly new to the program and we were going though the accreditation process. The whole program was in a whirlwind of activity; we washed windows, scrubbed floors, made sure our learning centers were just so, included just the right number of multicultural items...

The day of the accreditation visit, we were exhausted, but ready!

Sometime during the day Beatrice, one of my four-year-olds, had a bit of a...well, a full blown out tantrum. I knew I had to handle this just right (just in case the validator was watching). After a brief moment of panic, I realized I had to do something for Bea and not worry about what the *perfect* thing to do was. Knowing Bea, I had to act fast or things would get way out of control.

I comforted Bea, calmed her down, talked to her about what was the matter, and helped her come up with a solution. Soon she was ready to join her friends.

When I was done I noticed that the validator was watching! I felt for certain that I had blown it for everyone! When our eyes met, she just gave me a slight nod and a smile.

That day I began to learn that being a quality program isn’t about the day the accreditation people come for a visit. It’s about the work we do every day to build relationships with the children, their families, and our staff. It’s about the care and love we give our children – every day.

My First NHAEYC Conference, by Sheila Gangi

This story goes out to all of us little people. All of the people who are trying to be "professional" in our own homes that find it hard to feel this way not being in a center or public school. I have found that I am not alone, and my experience joining the NHAEYC and attending the Administrative Conference in Vermont gave me insight and hope.

When I first heard of NHAEYC I was on a mission to get my credentials. My name is Sheila Gangi and I am a 36 year old mother of two boys. I have my degree in Early Childhood Education, and have a licensed in home day care (Sheila's Fun House). Being alone and not having other teachers or people around for support (or just to bounce things off of) I some times feel burnt out. I try hard to stay "in tune" I exercise or find ways to "relax" but this doesn't always cure the "burnt out" feelings. Because I am a licensed provider I do have to keep up with so many conferences/classes a year. I am always looking for ways to better myself, and my little in home day care.

I decided to go to the Administrative Conference because it offered the subjects I wanted to learn about most, and they also offered some scholarship opportunities. Applying for both the NHAEYC and the scholarship for the conference was very easy. The NHAEYC application was really just your basic information, what your profession is, and a check to join.

The application for the conference involved your basic information with a little more. If you are a member of the NHAEYC there are discounted rates for members. This is just one way the NHAEYC provides some assistance for teachers like myself. The application for the conference required you to pick the classes you wanted to attend, how many nights you would be staying, and a check for the courses. I don't think anyone likes to do an enormous amount of paper work so I think it is nice that the applications are kept simple and organized.

Becoming a member of the NHAEYC aloud me to apply for a scholarship to go to the conference. This required a letter of reason as to why you should receive a scholarship, and how would it benefit the NHAEYC. The scholarship required one hour of volunteering at the conference, and there were different things you could choose from for the volunteering part. I chose to take pictures of the conference, and I think I made the best choice! Writing the letter of reason was taken with all seriousness in hand. I wrote, "If I were to attend the conference I would be gaining more knowledge to bring back to the children I care for. If my children are better cared for even in the smallest of ways; I am doing my part as a care giver to bring them more quality care." I think educating teachers/care givers and providing quality education to them, will in return provide quality care for children. This is one of the goals of the NHAEYC. This benefits all who will be touched by this knowledge children, teachers, parents, and even the environment itself.

I live in Amherst New Hampshire so driving to Fairlee Vermont for the conference was a two hour trip. I wasn't able to leave until after work on a Friday evening. I left at around 6:00pm but by the time I got there it was very dark. All I could see when I arrived was some beautiful landscape in the front of hotel, covered in snow looking like a winter wonderland. I checked in found my room, and decided to go check the place out. The hotel was very roomy, clean and nicely laid out. I noticed lots of tables set up with books to be displayed for the following morning. What was even nicer wasn't something I saw; it was something I heard. As I made my way down the hall and into the lounge there was a man playing the guitar. He was singing and filling the room with smiles and happy faces. I sat at the bar and enjoyed his music. This was a perfect relaxation for me after working all day, and driving two hours to Vermont in the dark.

The next morning I awoke and this is where the most beautiful surprise happened! I opened my window shades to find myself sitting upon a gorgeous lake surrounded by mountains for as far as I could see. For a moment I just stopped and starred breathless by the view not knowing it was there. Now I understood why they chose this place so far away, if for nothing else it was for the beauty alone. On the lake was a giant square cleared for people to ice skate on. I later found a room with ice skates, sleds and skies for patrons to use upon their stay. The memory is still engraved in my mind, and it is the only two pictures I got to take with my own camera.

Continued on page 9

An Innovative Way to Attend the Conference, by Roberta Royce

At The Winchester Learning Center we have a belief instilled in us from our founding director, Penny Vaine, that growing teachers are best for growing children. At WLC, we employ 4 full time teachers, a cook, a floater part-time, a full time administrative coordinator, a full time director and four amazing assistant teachers part-time.

When we received the information to register for the NHAEYC Spring Conference we decided that we all wanted to go! The Winchester Learning Center has a small sum of money set aside each year for professional development for it's full and part time staff. We dipped into this pot of money to offset our expenses but needed to seek additional funds. We applied for a grant through Quality Matters/Child First CCRR in Keene and received a scholarship of \$600.00. Additionally, we sold Avon and hosted a very successful pancake breakfast.

Of our 12 staff members, 8 made it to the NHAEYC Spring Conference this year. We have set a goal next year for the entire team to make it and we have already begun planning our fundraising.

Our board is amazing in their support of the professional development of our staff and we know we can look forward to their support again next year.

Roberta Royce
Interim Director
The Winchester Learning Center

My First NHAEYC Conference, continued page 8

Upon entering the lounge was a beautiful spread of coffee, pastries, quiche, juice and milk. It was all very good, and I didn't have to make breakfast on this morning! I was a little nervous not knowing any one but made my to the tables I saw the night before where the books were laid out. I introduced myself and told a girl at the table that I was there to volunteer for the scholarship I received. I believe her name is Lisa, and I have to tell you she made me feel comfortable and at home. Her smile was genuine and her tone of voice happy to be there. I could tell she is the type of person who can chew gum, walk, and build a castle all at the same time. She was organized, polite and a wealth of information. She gave me my instructions, and off I went to be a photographer for the day! I am glad I chose to take pictures because it gave me a reason to check out everything that was going on. I walked through many classrooms and took pictures of students and teachers absorbing material. There was one particular large room for education on getting your credentials. I walked upstairs and downstairs and even found an in the ground heated pool (too bad I didn't bring a suit!) It was a wonderful place to explore, and I enjoyed doing it!

I attended two workshops both pertaining to toddler behavior. The teacher was well organized, and had manipulatives for us to work with. We paired up in groups of two and worked on activities as a team. We all voiced our opinions on different subjects and gained new ideas and concepts from each other. I felt like I wasn't alone any more as I always am at home when I care for my children. It was a great experience to be able to share and bounce ideas and get feed back. The teacher also had a basket of small toys for each of us to pick two as we left. A very nice personal touch coming from someone who was also there to benefit all of us.

I have attended many workshops in the past but usually they are just a one time four hour class. This was my first experience attending an over night/multiple class conference. I would recommend this to all in home day care providers as well as all teachers in general. I am now on my way to earning my credentials, and further expanding my knowledge of children. This is the goal and I hope many others will experience this same greatness of knowledge, and enjoy it as much as I did. I will surely be experiencing this again in the future.

Knowledge is power... Sheila Gangi, Sheila's Fun House

NAEYC's Reinvented Accreditation System
From the perspective of a Validator turned Local Assessor
By Dottie Bauer, Ed..D.

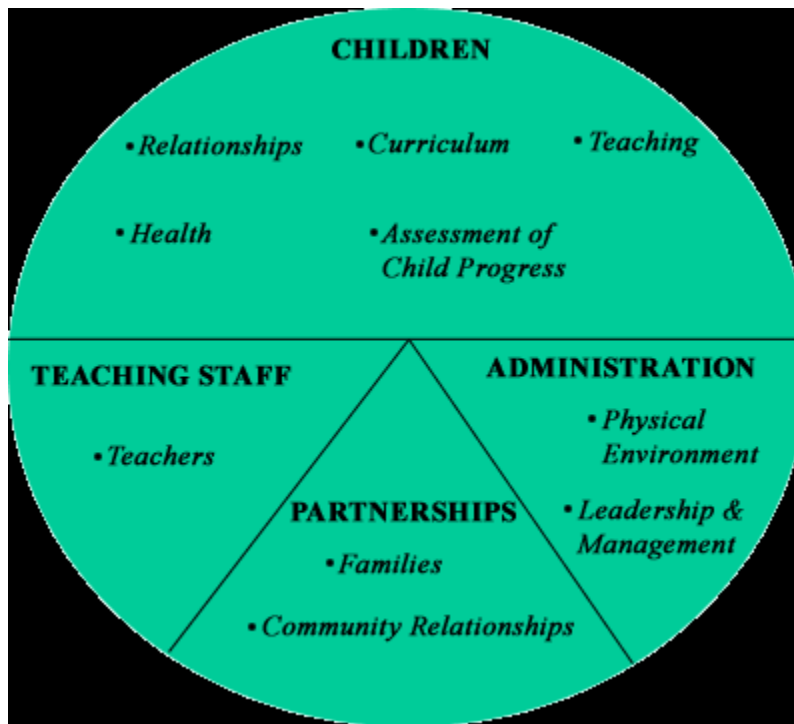
Introduction

In the summer of 1986 I attended my first training to become a Validator with the NAEYC National Academy for the Accreditation of Early Childhood Programs system. Voluntary accreditation was new to our profession then, but since that time efforts to support quality early childhood programs have expanded, and NAEYC Accreditation is nationally recognized. There are more than 10,000 accredited programs in the country, with 57 in New Hampshire. Now, after more than 20 years in operation, the accreditation system sponsored by NAEYC has been re-invented, strengthened, and made more consistent through the use of more rigorous self-study and assessment procedures.

I recently returned from training to become a Local Assessor for the new system. There were 80 early childhood professionals from across the country – 40 Local and 40 Regional Assessors – and many NAEYC staffers working together in the new NAEYC Headquarters on L Street in Washington, DC. During the training I learned more about the goals of the new accreditation system and the science behind some of the changes that have been made. This article will share some of what I learned. For more information, read the NAEYC publications focused on accreditation and visit the website (www.naeyc.org) to discover resources and materials that will guide you in planning for accreditation, as well as expand your knowledge of our field.

Standards and steps in the process

The re-invented accreditation system is based on 10 standards, five focused on children and five focused on the areas of teaching staff, administration, physical environment, and partnerships. The diagram below illustrates the foundational standards and the standards focused on children.



Dottie is a professor in the Early Childhood program at Keene State College and holds the NH Trainer, Mentor, Faculty, Level IV credential. She was a preschool teacher for 16 years before moving into the college classroom, and can be contacted at dbauer@keene.edu.

To Finish reading this full length article, please visit our website at www.nhaeyc.org and click into newsletters

NHAEYC Sponsors & Vendors, 2006-2007

Sponsors

Corporate Gold (\$2500)

Elliot Hospital

Corporate Silver (\$1000)

Corporate Bronze (\$500)

Lakeshore
New Hampshire Market Rate Survey

Champions

DHMC Child Care Center
Lake Morey Resort
Pam Schiller

Vendors

Allie-Oops Pottery Design
Arbonne
At Home Spa
Avon
Barefoot Books
Charlesbridge Publishing
Cookie Lee
Discovery Toys
Folic Acid
Granite State College
Gryphon House Books
Julie Bartkus
Johnson & Wales University
Learning Zone Express
Lynn's Jewelry & Accessories
NHAEYC Publications
NHCTC Scholarship Programs
NH Fruits and Veggies
Noah's Ark Animal Workshop
Northern Lights Career Development Center
Obesity Prevention
Practical Yankee
Princess House
Signs and Smiles
Silpada
Usborne Books
Waddell & Reed
Whitcomb Associates
World of Wonder

Donations

Applewood Learning Center
Attitash Grand Summit Hotel
Beaudelaire
Book Warehouse
Brainwaves
Carson-Dellosa Publishing
Children of the Son
Coldstone Creamery
Colonial Motel
Constructive Playthings
Discount School Supply
Eagle Photo
Eastern Mountain Sports
Hannaford Supermarkets
Hartmann's Train Museum
Highlights for Children
Insect Lore
Johnny's Selected Seeds
Joyful the Clown
Kathy Landry
Lakeshore Learning Materials
Langdon's Mercantile
Lauri Toys
Mailbox, Inc.
Mama D's
NH DHHS, Child Development Bureau
Olivia's Closet
Patricia Lloyd
Pepperidge Farms
Photos by Ernest Landry
Redleaf Press
Rivers Camera
Shaw's Supermarket
Soyfire Candle
StoryLand/Heritage NH
Sue Landry
Sweet Maples Sugar House
The Children's Museum of Portsmouth
The Inn & Spa at Mills Falls
The Metamorphosis Museum
The Metropolitan Coffee House
The SEE Museum
The Toy Chest
Tree Blocks
White Birch Books
White Mountain Cider Co.
7-Eleven

NEW HAMPSHIRE
ASSOCIATION FOR THE
EDUCATION OF
YOUNG CHILDREN

PO Box 85
Lempster, NH 03605-0085

603-863-6851 * 888-225-4884

WWW.NHAEYC.ORG

NON-PROFIT
ORGANIZATION
US POSTAGE
PAID
CONCORD, NH
PERMIT NO. 726

Value of Membership Scholarships

Over the past two years, NHAEYC has been fortunate to receive grant monies from NAEYC. In 2005-2006, NHAEYC, along with the NH Child Care Resource and Referral (NHCCRR), was able to provide 30 family child care providers with a one year membership to NAEYC/NHAEYC. In 2006-2007, NHAEYC continued to focus it's efforts on diversifying our membership population and we were able to host open meetings around the state, providing 28 college students and 3 faculty members with one year membership scholarships. The following members received "Value of Membership" scholarships: Harmony DeFruscio; Kayla Faxon; Kim Mitchell; Amanda Kaczmariski; Cameo Gonsalves; Gina Fernandes; Courtney Burke; Kelsey Wentworth; Jennifer Morin; Erin Bausum; Holly Waryas; Caroline Visceglie; Maria Bartlett; Jamie Sukeforth; Stephanie Michaud; Caitlin Dion; Megan Ball; Heather Johnston; Stacy Legere; Jennifer Wright; Janice Nichipor; Megan Fellows; Chastity Holden; Megan Tucker; Jessica Couture; Jessica Levandowski; Alane Bigelow; Lori Turcotte; Lori Wiley; Deborah Abelman; and Judy Glenney.

Save the Dates

September 27 & 28, 2007 13th Annual NH Association for Infant Mental Health Conference, North Conway, NH Ellyn Schreiber 1-603-225-4153 x 278

October 19 & 20, 2007 VAEYC Conference, Killington VT. www.vaeyc.org

October 20, 2007 ELNH Professional Development Conference, SNHU, Manchester NH www.earlylearningnh.org

November 7-10, 2007 Annual NAEYC Conference in Chicago, Il. www.naeyc.org

February 8 & 9, 2008 NHAEYC & VAEYC Administrator's Conference: Keynote Paula Jorde Bloom

TBD, 2008 NHAEYC Spring Conference Keynote: Lisa Murphy (Ooey Gooley lady)

