Greeting from the Child Care Project.

This month we have part two of the excellent article on families. My musings last month reflected on family configurations that exist today and have always existed, really. It wasn’t until the years after World War II (late forties and fifties) that the concept of the nuclear family (mom, dad and children) really took off. Until that point families were multi-generational with children, parents and grandchildren and often other relatives living in one household. A few family configurations have become more visible in recent years: single parents, blended families created by remarriage, grandparents raising grandchildren, adoptive families and families with same sex parents.

Sometimes we aren’t sure what to call whom. Don’t be embarrassed! It’s easy – just ask. Many families are happy to have you ask because it indicates that you respect their family as they define it. One simple way that you can show your respect for all families is to amend your registration materials to request the names of parent/guardian A and parent/guardian B instead of mother and father. That will encompass families with a single parent, two moms, two dads, grandparents as guardians and other family constellations. You can also ask on your forms or in person, “What name does your child use for this person?” and “What name would you like us to use?”

Happy New Year,

Check us out any time at www.dartmouth.edu/~ccp.
14 Productive Relationships with Families, Part 1  
(*Beyond the Fundamentals: Level II)
Dartmouth-Hitchcock Medical Center-Auditorium F, Lebanon, NH • 6:00 - 9:00 pm
Working effectively with parents and guardians is an important contribution to young children’s healthy development. Using the Zero to Three Preventing Child Abuse and Neglect curriculum, this 12-hour, four-part series focuses on supporting all families and creating a family centered program. Session one focuses on the building of collaborative relationships with families by helping providers to define and practice active listening skills, and understand the concept of parallel processing and reflection in relationships. **Attendance on all four dates, January 14, 16, 21 and 23 is required.**
**Presenter:** Margot Holmes, Easter Seals
**VT Core Knowledge Area:** 2  
**NH Core Knowledge Area:** 2  
**CDA Subject Area:** 4  
**Advanced Specialized Child Care Services:** 3 hours

16 Productive Relationships with Families, Part 2*
Dartmouth-Hitchcock Medical Center-Auditoriums C/D, Lebanon, NH • 6:00 - 9:00 pm
See full description under January 14. Session two introduces the concept of temperament, key temperament traits and ways that both parents and providers can better understand and support each child’s unique temperament. **Attendance on all four dates, January 14, 16, 21 and 23 is required.**
**Presenter:** Margot Holmes, Easter Seals
**VT Core Knowledge Area:** 2  
**NH Core Knowledge Area:** 2  
**CDA Subject Area:** 4  
**Advanced Specialized Child Care Services:** 3 hours

18 0-3 Brain Development: Theory, Application and Action Steps, Part 2
Dartmouth-Hitchcock Medical Center-Auditorium E, Lebanon, NH • 9:00 am - 3:30 pm
Caring for children is all about growing brains. Have you ever wondered… does listening to Mozart make children smarter? What’s up with Baby Einstein videos? Do brain toys and early academic exposure work? Does telling a child she is smart make her intelligent? Why is empathy important in an evolving brain? In this two-part seminar we will examine the current research on infant and toddler brain development and explore practical applications and action steps for supporting children’s growth. Understanding the difference between a stressed and an unstressed brain, boy brains and girl brains, and sensitive periods and critical periods, provides for lively discussion addressing the question, “What does all this stuff mean?” Morning refreshments and lunch provided. **Attendance at part 1 on September 21, 2013 was recommended, though not required.**

*For more information on Beyond the Fundamentals: Level II, see page 7 of the Child Care Project Training Calendar (available online at www.dartmouth.edu/~ccp/providers/ccp_training_calendar13-14amended12-2-13.pdf).
21 Productive Relationships with Families, Part 3*
Dartmouth-Hitchcock Medical Center-Auditorium F, Lebanon, NH • 6:00 - 9:00 pm
See full description under January 14. Providers have a unique window into families’ strengths and challenges. Session three will explore ways to support warm and nurturing parent-child relationships. Participants will reflect on their thoughts and feelings when witnessing troubled parent-child interactions and examine strength-based strategies that can be used to reduce potentially harmful parent-child exchanges and support positive parenting. **Attendance on all four dates, January 14, 16, 21 and 23 is required.** **Presenter:** Margot Holmes, Easter Seals

- **VT Core Knowledge Area:** 2
- **NH Core Knowledge Area:** 2
- **CDA Subject Area:** 4

Advanced Specialized Child Care Services: 3 hours

28 Taking Care of Yourself To Take Care of Others, Part 1
Dartmouth-Hitchcock Medical Center-Auditorium E, Lebanon, NH • 6:30 - 8:30 pm
As a child care provider, you are often the lifeline for those whom you care for, both metaphorically and literally. Caring for others, while it can be extremely rewarding and is crucially important, is highly demanding work. You probably spend long hours juggling multiple roles, dealing with numerous mini-crises and attending to the needs of others. With diminished time and energy to take care of yourself, you may find yourself neglecting your own needs. In the face of this "caregiver stress," how can you take care of your charges and yourself? Dr. Atkins will address current studies showing how we are all dealing with stress, based on gender, age, region and family systems. He will then discuss strategies to ensure that those of us who are caring for children are better able to care for ourselves. Come learn how to make self-care a priority and explore creative ways to achieve it. **Attendance on both nights, January 28 and 30 is required.** **Presenter:** Steve Atkins, Psy.D., Psychologist and School Consultant, SCA Psychological Services

- **VT Core Knowledge Area:** 5
- **NH Core Knowledge Area:** 1
- **CDA Subject Area:** 6

Advanced Specialized Child Care Services: 2 hours

30 Taking Care of Yourself To Take Care of Others, Part 2
Dartmouth-Hitchcock Medical Center-Auditorium G, Lebanon, NH • 6:30 - 8:30 pm
See full description under January 28. **Attendance on both nights, January 28 and 30 is required.** **Presenter:** Steve Atkins, Psy.D., Psychologist and School Consultant, SCA Psychological Services

- **VT Core Knowledge Area:** 5
- **NH Core Knowledge Area:** 1
- **CDA Subject Area:** 6

Advanced Specialized Child Care Services: 2 hours
1  Force and Motion: Advanced Science Training for Early Childhood Professionals, Part 1

**Online webinar** on your own web-connected computer • 10:00 - 11:00 am

This is an advanced science workshop; the level of learning and engagement is geared for participants who have experience or prior training (Mother Goose series, for example) in science concepts. The series will provide early childhood educators with a deeper understanding of how to teach force and motion concepts to their preschoolers, using the scientific inquiry method of questioning. By the end of this workshop, early child care providers will be able to define concepts of force and motion; develop scientific inquiry teaching skills; implement investigative force and motion activities in the classroom/ family child care home; reflect on outcomes and use teaching methods with other science concepts.

This professional development science workshop is comprised of four distinct sections; participants **must commit to ALL components** to register and receive documentation of professional development.

- **Part 1**: participate in pre-workshop activities: pre-webinar reading and exploration, online webinar on **Saturday, February 1** from 10:00-11:00 am on your own web-connected computer, post-webinar readings and survey
- **Part 2**: participate in face-to-face workshop session relating to force, motion and scientific inquiry teaching techniques on **Saturday, February 15** from 8:30 am-12:30 pm at Dartmouth College Child Care Center
- **Part 3**: implement force and motion lessons using inquiry techniques in your own classroom/ family child care home
- **Part 4**: reflect on the force and motion lessons you shared with the children in your classroom/ family child care home and participate in a final on-line discussion forum (plan on up to 2 hours the **week of March 8-15**) to reflect on your learning and implementation experiences.

Cosponsored by the VT Association for the Education of Young, with funding provided through a grant from the VT Child Development Division through Workforce Education Funds from the VT Department of Labor. **Presenters**: Jackie Sprague, MA and Beth Peloquin, MEd  
**VT Core Knowledge Area**: 3  •  **NH Core Knowledge Area**: 3  •  **CDA Subject Area**: 2

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6  I Am Moving, I Am Learning: Take It Outside

**Dartmouth-Hitchcock Medical Center- Auditorium E, Lebanon, NH** • 6:30 - 8:30 pm

This high-energy, hands-on I Am Moving, I Am Learning training is full of ideas and resources on physical activity and healthy food choices that you can include in your early childhood programs. The mantra of this workshop is, “Go outside and play!” Come learn about the benefits for children of playing outdoors and spending time in nature and its role in motor skill development. In this session, we will address the adult’s role in facilitating outdoor play – even in the winter months – and preparing outdoor play space. Cosponsored by Upper Valley HEAL (Healthy Eating Active Living). **We’ll stay indoors for the training, but be prepared to move your body.** **Presenter**: Marla Ianello, M.S., Pre-K Consultant, Upper Valley HEAL  
**VT Core Knowledge Area**: 4  •  **NH Core Knowledge Area**: 4  •  **CDA Subject Areas**: 1, 2
11 Executive Function: What Does It Really Mean in Early Childhood? Part 1
Dartmouth-Hitchcock Medical Center-Auditorium E, Lebanon, NH • 6:30 - 8:30 pm
Executive function is a broad term encompassing the tasks involved in self-regulation of thoughts, emotions and behaviors that help with planning, organization and working memory. We know that executive function skills in the early years are related to later academic performance. Furthermore, the abilities to stay on task, plan, organize and delay gratification are the same skills necessary to hold a job, develop healthy relationships and deal with stressful situations later in adulthood. Although executive function peaks in young adulthood, the sharpest rate of growth occurs from birth through age 10, with a dramatic spike between the ages of 3 and 5. Children don’t inherently develop these cognitive processes; they must be nurtured in safe and predictable environments by parents, teachers and caregivers with whom the children have healthy, secure attachments.

In part one, Lori Harris will introduce the concept of executive function as being like the CEO in the frontal lobe and examine developmental expectations from an early childhood classroom perspective. On the second night, she will share specific strategies for supporting executive function skills in children at different developmental stages. Leave with ideas for promoting these skills by weaving them naturally into everyday activities in fun and playful ways!

Attendance on both Tuesdays, February 11 and 18 is required. Presenter: Lori Harris, MS, Early Childhood Education Consultant and Trainer

VT Core Knowledge Areas: 1, 3
NH Core Knowledge Areas: 3, 4
CDA Subject Areas: 3, 8

15 Force and Motion: Advanced Science Training for Early Childhood Professionals, Part 2
Dartmouth College Child Care Center–Grizzly Room, Hanover, NH • 8:30 am - 12:30 pm
See full description under February 1. This professional development science workshop is comprised of four distinct sections; participants must commit to ALL components to register and receive documentation of professional development. Cosponsored by the VT Association for the Education of Young, with funding provided through a grant from the VT Child Development Division through Workforce Education Funds from the VT Department of Labor. Presenters: Jackie Sprague, M.A. and Beth Peloquin, M.Ed.

VT Core Knowledge Area: 3
NH Core Knowledge Area: 3
CDA Subject Area: 2

18 Executive Function: What Does It Really Mean in Early Childhood? Part 2
Dartmouth-Hitchcock Medical Center-Auditorium E, Lebanon, NH • 6:30 - 8:30 pm
See full description under February 11. Attendance on both Tuesdays, February 11 and 18 is required. Presenter: Lori Harris, MS, Early Childhood Education Consultant and Trainer

VT Core Knowledge Areas: 1, 3
NH Core Knowledge Areas: 3, 4
CDA Subject Areas: 3, 8

20 I Am Moving, I Am Learning: Nutrition Building Blocks
Dartmouth-Hitchcock Medical Center-Auditorium F, Lebanon, NH • 6:30 - 8:30 pm
This high-energy, hands-on I Am Moving, I Am Learning training is full of ideas and resources on physical activity and healthy food choices that you can include in your early childhood programs. Early childhood is an optimal time of growth and development. Healthy nutrition, while key for
growth, is also a foundation for success in school and life. Come learn more about ways to promote healthy lifestyles by creating wholesome nutrition environments and encouraging healthful eating preferences in your young children early in their lives. Cosponsored by Upper Valley HEAL (Healthy Eating Active Living). **Presenter:** Marla Ianello, M.S., Pre-K Consultant, Upper Valley HEAL  
**VT Core Knowledge Area:** 4  
**NH Core Knowledge Area:** 4  
**CDA Subject Areas:** 1, 2

### The Influence of Culture on Caregiving, Part 1

**Dartmouth-Hitchcock Medical Center-Auditorium F, Lebanon, NH • 6:00 - 9:00 pm**

This Preventing Child Abuse and Neglect (PCAN) training presents strategies that child care providers can use in partnering with parents when risk factors for abuse and neglect are present. Strategies range from prevention activities that support the parent-child relationship to suggestions for discussing abuse and neglect with parents. One of ten PCAN training modules, this two-part series explores the many ways in which culture influences parents' child-rearing choices and daily routines. It provides an opportunity for providers to explore their own culture beliefs and how those beliefs influence their work with families. There will be discussion of strategies for learning more about families' home cultures as well as for considering whether a parenting practice represents a cultural difference or an instance of abuse or neglect. The module presents a four-step model for resolving culturally based dilemmas in infant/family work. **Attendance on both Tuesdays, Feb. 25 and Mar. 4, is required.** Cosponsored by VT Association for the Education of Young Children (VAEYC). **Presenter:** Sharon Adams, M.S., Early Childhood Education Consultant and Master Instructor  
**VT Core Knowledge Areas:** 1, 2  
**NH Core Knowledge Areas:** 2, 4  
**CDA Subject Areas:** 4, 8  
**Advanced Specialized Child Care Services:** 3 hours

### VT's Common Framework for The Environment Rating Scales

**Dartmouth-Hitchcock Medical Center-Auditorium F, Lebanon, NH • 6:00 - 9:00 pm**

This three-hour training will provide an overview and understanding of the Environment Rating Scales (ERS) basics, as well as an insight into the connection between quality rating systems (such as ERS) and quality (helping good programs get better). Participants will be instructed in how to use the ERS for self-assessment, including how to objectively observe and how to score. The connection between STARS and ERS will be explained, and tips for preparing for an actual assessment will be shared. Each attendee will receive a copy of the ERS appropriate for the type program in which s/he works: licensed early childhood preschool-Kindergarten program, licensed early childhood infant/toddler program, registered family child care home, or school-age program. Cosponsored by STARS. **Presenter:** Nancy Witherill, Early Education Resource Development Specialist, Windham Child Care Association  
**VT Core Knowledge Areas:** 3, 5  
**NH Core Knowledge Areas:** 1, 5  
**CDA Subject Areas:** 5, 7

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**Pre-registration is required for all Child Care Project training.**

(603) 646-3233 • (800) 323-5446  
child.care.project@dartmouth.edu

Registration is accepted beginning the first of the month prior to each class. If plans change and you cannot attend a workshop for which you have registered, please let us know.

Contact us now to sign up for January and February Child Care Project training. Registration for March sessions begins February 1.
Other Training Opportunities

CPR & First Aid Trainings

Most classes require pre-registration and pre-payment; many are space limited and could be canceled in the event of low enrollment. Contact the individual site for more information or to register.

American Red Cross

No local classes. www.redcross.org/take-a-class. Private classes may be arranged at your center or home for groups of six or more by calling (802) 660-9130.

New London Hospital

Heartsaver Adult, Child & Infant CPR Recertification: Jan. 22 or Feb. 17, 6:00 pm. $20. Weber Room, 273 County Road in New London, NH. American Heart Association classes. www.newlondonhospital.org/events/courses_classes_schedule/# or (603) 526-5501.

Dartmouth-Hitchcock Medical Center- Women’s Health Resource Center

Heartsaver Adult, Child & Infant CPR Certification: Jan. 7, 6:00-9:00 pm. $55. Heartsaver First Aid & Adult, Child & Infant CPR Certification: Feb. 1, 9:00 am-3:00 pm. $110. On the Mall (9 Hanover Street) in Lebanon, NH. American Heart Association classes. Scholarships available. http://patients.dartmouth-hitchcock.org/womens_resource_ctr/all_whrc_classes.html or (603) 650-2600.

Connections Provider Network Group

CPR: Jan. 22, 6:30-8:30 pm. Fee to be announced. Pediatric First Aid: Jan. 29, 6:30-8:30 pm. Fee to be announced. Valley Cooperative Preschool in Bradford, VT. See page 11 for information, including contact person for registration.

Valley Regional Hospital

Heartsaver Adult, Child & Infant CPR - New & Recertification: Feb. 12, 5:00-8:30 pm. $20 Adult CPR, $15 Child CPR, $15 Infant CPR, $13.95 textbook. Heartsaver First Aid: Feb. 19, 5:00-8:30 pm. $20. 243 Elm Street in Claremont, NH. American Heart Association classes. Private courses for groups of six or more scheduled upon request. (603) 542-1839 or beth.thibault@vrh.org.

www.ProCPR.org

ProCPR Healthcare Adult, Child & Infant CPR Recertification: Online. $29.95. ProFirstAid Workplace Adult, Child & Infant CPR & First Aid Recertification: Online. $39.95. (888) 406-7487 or www.ProCPR.org. (Accepted in VT.)

Upper Valley Ambulance, Inc. in Fairlee, VT is an American Heart Association Training Center; for CPR and first aid training information, contact Mike Hanchett at (802) 333-4043.

White River Valley Ambulance in Bethel, VT offers CPR and first aid training; contact Pat Edwards at p.edwards@wrva.net or (802) 234-6800 for details.

You may also find a class by phoning your local fire station - many times they have trained staff willing to teach CPR and/or first aid - or your community recreation department.

VT Essential Maintenance Practices for the Stabilization of Lead Paint

Owners of child care facilities (including family child care homes) built before 1978 are required to attend this training once before getting registered and perform lead paint stabilization procedures annually. To reserve a seat at the following Vermont Department of Health approved FREE Essential Maintenance Practices training, call (800) 290-0527. Registration is on a first come, first serve basis. For more information, visit LeadSafeVermont at www.leadsafevermont.org/html/landlords.html.

Feb. 5, 5:00 pm at City Hall in Burlington, VT
FREE Business Courses
Community College of Vermont (CCV) will begin offering FREE three-credit business courses for the spring 2014 semester beginning in January. Supported in full by a Trade Adjustment Assistance Community College and Career Training grant from the US Department of Labor, courses will be offered online and locally at the Upper Valley academic center in Wilder, VT.

Part of CCV’s Applied Business Practices and Digital Marketing programs, which prepare students to work in the fast-paced, rapidly evolving business settings of the 21st century, the courses are open to all seeking to gain new skills or to advance current skills. Area businesses may also contract with CCV for a free, college-level supervision course for their employees. Visit http://ccv.edu/2013/11/20/give-career-boost/ or call (802) 295-8822 for details.

Shared Services Road Show Webinar
Have you heard about shared services? Are you curious to learn more about this new business model for sustainable, high-quality early care and education programs (home and center-based)? Are you interested in how shared services is being implemented and can be developed more in Vermont? To find out more, join an on-line webinar being hosted January 22 from 6:30-8:00 pm. RSVP to Melissa.Riegel-Garrett@vaeyc.org to get the webinar link and materials emailed to you. Email or call Melissa with questions, (802) 244-6282.

Raising Happier Children Child Care Mini-Conference
The Springfield (VT) Starting Points Group’s annual mini-conference is planned for January 25 from 8:00 am-3:00 pm in Springfield, VT. Presentations include Genuine Happiness keynote by Scott Noyes and breakout sessions: Infant Insights by Scott, Effective Circle Times by Lori Harris and Bring Wellness Home...Then Take it to Work by Joni Foster-Robison. $30 fee includes light breakfast, lunch, door prizes and materials. For more information, contact Rachel Hunter at (802) 886-1070 or hunner1@gmail.com.

Legal & Financial Issues in Early Childhood & Afterschool
Northern Lights Career Development Center is offering Legal and Financial Issues in Early Childhood and Afterschool Programs online from January 27-April 28. This 3-credit (from Union Institute and University) course is designed for experienced early childhood and school-age care professionals seeking to become credentialed program directors and is a requirement of Step 2 of VT’s Early Childhood and Afterschool Program Director Credential. Cost is $321. For more information and to request an enrollment packet, contact Maureen Young at (802) 885-8374 or Maureen.Young@ccv.edu.

Youth Work Method Series: Planning and Reflection
Providers of school-age care, are you engaging youth in the critical life skills of planning and reflection? Are you ready to be more intentional about including planning and reflection strategies in your daily routine and activities but not sure where to start? This free interactive workshop on January 28 from 6:00-8:00 pm in Bethel, VT will introduce participants to powerful and easy to use methods that promote youth engagement in planning, implementing, and evaluating activities and projects. Sponsored by Vermont Afterschool Inc. and presented by Tami Stagner; all providers of school-age care are welcome. Contact Dana Anderson at (802) 767-4632 for more information and to register.

Peer Review Project for Early Childhood Education Licensure
The Vermont Child Development Division in collaboration with Northern Lights Career Development Center and Mary Johnson Children’s Center will offer a Peer Review Project course beginning in March; new applications are now being accepted. The project is designed to assist experienced child care professionals to achieve Agency of Education teacher licensure with early childhood education endorsement through the peer review process.
The 10-month project will include a hybrid course combining on-line learning with four or five face-to-face meetings. Each program participant will be assigned a mentor/advisor for individual support. Minimum requirements include at least three years of experience working with young children and a Bachelor Degree. For more information, visit http://northernlightscdc.org/career-pathways/college-and-university-pathways/early-educator-license-through-peer-review/. Complete applications are due January 10 and space is limited.

**BFIS in VT**

www.brightfutures.dcf.state.vt.us

The Bright Futures Information System (BFIS) is a Vermont data management system designed and operated by the VT Child Development Division of the Department for Children and Families. Hundreds of statewide early care and education professional development opportunities (such as workshops, classes and conferences) are listed and updated regularly in the BFIS Course Calendar. Go to www.brightfutures.dcf.state.vt.us, click on Course Calendar in the box on the left hand side of the page and start searching.

**Child Care Aware of NH**

http://nh.childcareaware.org

Providers can find information on workshops and training events being offered through the NH Child Care Resource & Referral Network. Searches can be filtered by catchment area and/or month from the home page (right hand side, mid-way down the page under Search For Training).

**Online Training & Coursework**

http://northernlightscdc.org/training/online-training-and-coursework

Colleges and other sponsors of professional development all over the world offer online training. VT’s Northern Lights Career Development Center reviews and approves sponsors of online training that is not for college credit. These are VT approved sponsors whose modules and workshops may count as training hours required by the Child Development Division for licensing/registration, Step Ahead Recognition System (STARS) for STARS application/renewal, Child Development Associate (CDA) for initial credential and/or Agency of Education for educator licensure renewal, and more.

**NH PTAN Child Care Inclusion Project**

The Child Care Inclusion Project is funded by the NH Child Development Bureau to support NH child care administrators and providers, with the skills and knowledge needed to work successfully with preschool children who have very challenging behaviors and other special needs. The Project’s goals are to prevent expulsion of the children and to promote retention of the providers. Services are professional development-based; project staff work with programs to discover new approaches and strategies that will ultimately result in the child’s success.

Many times the challenging behaviors are able to be reduced and/or eliminated through one or a series of telephone conversations—the least intrusive and most efficient way to have immediate and lasting impact. If more intensive services are needed, a group of consultants are ready to deliver on site technical assistance. Consultants are available to visit child care programs throughout NH for observation and discussion. The consultants provide another perspective and specific recommendations for promoting success. If help is needed to implement the recommendations, the consultant can provide targeted training, modeling and mentoring.

There is no cost to your program for the services. For more information visit the PTAN website at http://ptan.seresc.net/blog/inclusive-child-care/ptan-childhood-inclusion-project/ or call Joan Izen at (603) 206-6800. To request services, call (888) 584-8200.
Local Colleges’ Evening & Online Early Childhood Education Classes

Community College of Vermont
Upper Valley campus
145 Billings Farm Road, Wilder, VT
(802) 295-8822 • www.ccv.edu

Spring semester January 21-May 5; register now.

3-credit face-to-face classes:
• PSY-2010-VJ01 Child Development, Mondays, 6:00-8:45 pm with Kathleen Ahern
• EDU-2045-VJ151 Curriculum Development for Early Childhood Education, Tuesdays, 6:00-8:45 pm with instructor TBA
• EDU-2110-VJ01 Introduction to Exceptional Populations, Thursdays, 6:00-8:45 pm with Roisin Viens

3-credit online classes:
• EDU-1030-VO01 or VO02 Introduction to Early Childhood Education with Sabrina Thomas (VO01) or Jackie Boyd (VO02)
• EDU-2010-VO01 Foundations of Education with Jenna Collins
• EDU-2055-VO01 Teaching Methods for Literacy Development with Shaunee Higgins
• EDU-2065-VO50 Afterschool Education & Development of School-Aged Child with Jackie Boyd
• EDU-2075-VO01 or VO02 Literature for Children with Suzanne Purcell (VO01) or instructor TBA (VO02)
• EDU-2110-VO01 or VO02 Introduction to Exceptional Populations with Shaunee Higgins
• PSY-1020-VO01 Child Abuse & Neglect with Christian Berry
• PSY-2010-VO01 or VO02 Child Development with Robert Mandatta (VO01) or with Anie Sklar (VO02)
• PSY-2020-VO01 Infant & Toddler Development with Marie Olsen
• PSY-2025-VO01 Development of the Young Child: Ages 3-8 with Marie Olsen

River Valley Community College
1 College Place, Claremont, NH
(603) 542-7744 x411 • www.rivervalley.edu

Spring semester January 21-May 12; register now.

3-credit face-to-face classes:
• EDUC 104B Curriculum for Early Childhood Care & Education, Wednesdays, 5:30-8:20 pm with Kerry Belknap Morris
• EDUC105B Children With Special Needs & Their Families, Wednesdays, 5:30-8:20 pm with Susan Parry
• ENGC 286A Children’s Literature, Thursdays 6:00-8:50 pm with P. Lopata

3-credit online classes:
• EDUC 103ZZ Health, Safety & Nutrition for the Young Child with Susan Parry
• EDUC 200ZZ Developmentally Appropriate Programs for Infants/Toddlers with Teri Laflamme
• EDUC 201ZZ Organization & Management in Early Childhood Education with instructor TBA
• EDUC 204ZZ Status of Childhood in America with Kerry Belknap Morris

Granite State College
Lebanon Academic Campus
24 Airport Road, West Lebanon, NH
Claremont Regional Campus
27 Pleasant Street, Claremont, NH
(603) 542-3841 • www.granite.edu

Winter semester January 4-March 28; register now.

4-credit online classes:
• EDU 510-1OL Foundations of Education with Tammy Carnevale
• EDU 550-1OL Foundations of Early Childhood Education with Betty Mulrey
• EDU 551-1OL Learning & Early Childhood Environments with Elizabeth Reed
• EDU 555-1OL Language & Literacy Development with Barbara Krol-Sinclair
• EDU 601-1OL Observation & Assessment in Early Childhood Education with Tessa McDonnell
• EDU 603-1OL Family & Community Relations in Early Childhood Education with Beth McKenna
• EDU 605-1OL Early Childhood Program Administration with Jody Carson
• EDU 610A-1OL Teaching Language Arts & Literacy in Early Childhood & Early Childhood Special Education with Christine Tate
• EDU 624-1OL Assessment of Young Children in Early Childhood Education & Early Childhood Special Education with Betty Mulrey
• EDU 626-1OL Curriculum, Assessment & Instruction in Early Childhood & Early Childhood Special Education, K-Age 8 with Jennifer Lowton
• EDU 628-1OL IFSP, IEP, Trans Plans Birth-8 with Amy Allen
• PSY508-1OL Child Development with Beth McKenna
Upper Valley Child Care Association

For: All Upper Valley child care center directors, administrators, family child care providers and early childhood professionals from both NH and VT

Meets: 2nd Tuesday of each month, 1:00-3:00 pm at Franklin Pierce University in West Lebanon, NH

Focus of upcoming meeting:
* Jan. 14: Kim Mason from Hypertherm will discuss issues around the use of social media

For more information, contact: Jeff Robbins at (603) 646-6610 or jeff.robbins@dartmouth.edu

Connections

For: All Orange County, VT child care and other professionals directly working with young children

Meets: 1st Wednesday of each month, 6:30-8:30 pm at Valley Cooperative Preschool in Bradford, VT

Upcoming trainings:
* Jan. 11: Mind in the Making, Part 2, 9:00 am-3:00 pm at Oxbow High School in Bradford, VT; open to all. For information or to register, contact Meri Saladino, (802) 222-4236

* Jan. 22: CPR, 6:30-8:30 pm at Valley Cooperative Preschool in Bradford, VT; space is limited and fee required. For information or to register, contact Ammie Collins, (802) 333-4177

* Jan. 29: Pediatric First Aid, 6:30-8:30 pm at Valley Cooperative Preschool in Bradford, VT; space is limited and fee required. For information or to register, contact Ammie Collins, (802) 333-4177

For more information, contact: Meri Saladino at (802) 222-4236

Early Childhood Professionals Network

For: All home- and center-based providers from northern Windsor and southern Orange Counties in VT

Meets: 2nd Monday of each month, 6:30-8:30 pm at Dartmouth-Hitchcock Medical Center, Auditorium C in Lebanon, NH

Focus of upcoming meetings: (All meetings begin with a pot-luck dinner and socialization time, and conclude with distribution of curriculum materials to those in attendance, unless otherwise noted.)

* Jan. 13: Marie Carmichael will present Infant/Toddler Sign Language, Part 2 (1.5 hour training). Members will receive quality materials to compliment the training.

* Feb. 10: Review grant funding and finalize group's monthly meeting agenda for 2014. This is a great time to join the group and become part of the larger early childhood community. Come learn of individual and group benefits, as well as have an opportunity to join committees to support group activities. Meeting will also include a toy swap.

For more information contact: Rachel Hunter at (802) 886-1070 or hunner1@gmail.com
Notes of Interest

Congratulations

- **Catheryne Devins**, an aide at 4 Corners Children’s Center in Hartland 4 Corners, VT has successfully completed the On-the-Job Training Program through the VT Child Care Industry and Careers Council. Nicely done, Catheryne!

- **Kelly Garcia**, a registered family child care provider in White River Junction, VT has joined VT’s Step Ahead Recognition System (STARS) for child care, preschool and afterschool programs with one star of recognition. Way to go, Kelly!

- **Tammie Hazlett**, a registered family child care provider in Thetford Center, VT has joined VT’s Step Ahead Recognition System (STARS) for child care, preschool and afterschool programs with one star of recognition. Yahoo, Tammie!

- **Jessica Nalette**, a registered family child care provider in White River Junction, VT has joined VT’s Step Ahead Recognition System (STARS) for child care, preschool and afterschool programs with one star of recognition. Nice job, Jessica!

- **Denise Perry**, a registered family child care provider in White River Junction, VT has renewed in VT’s Step Ahead Recognition System (STARS) for child care, preschool and afterschool programs with two stars of recognition. Super, Denise!

- **Potter’s House Christian School & Child Care Center** a licensed program in Hartford, VT has joined VT’s Step Ahead Recognition System (STARS) for child care, preschool and afterschool programs with one star of recognition. Congrats!

- **Michelle Scott**, a registered family child care provider in White River Junction, VT has renewed in VT’s Step Ahead Recognition System (STARS) for child care, preschool and afterschool programs with three stars of recognition. Bravo, Michelle!

- **Visual Eyes Creativity Center**, a licensed program in Thetford Center, VT has renewed in VT’s Step Ahead Recognition System (STARS) for child care, preschool and afterschool programs with two stars of recognition. Impressive!

- **Woodstock Nursery School**, a licensed program in Woodstock, VT has joined VT’s Step Ahead Recognition System (STARS) for child care, preschool and afterschool programs with two stars of recognition. Well done!

Changes to VT CDD Child Care Licensing Mailings

The VT Child Development Division (CDD) is no longer mailing paper notifications. All letters, notices and reminders, such as those about annual child care re-license/re-registration, financial assistance certificates, record check outcome notifications, licensing site visits and regulation variance outcomes are now ONLY emailed to child care programs.

CDD reminds providers to check your email account on a regular basis for a notice from Bright Futures Information System (BFIS). These notices indicate you have a new document in the system. You will need to log into your program account to view the notice in your document section. Detailed information will not be provided in emails due to security. If you are not able to access a computer and internet in your home or community, you may contact CDD to discuss your options: (800) 649-2642.

T.E.A.C.H. Early Childhood® Scholarships Come to VT

The Vermont Association for the Education of Young Children (VAEYC) has received the license to implement the T.E.A.C.H. Early Childhood® Scholarship Project in the state. VT joins the growing number of states across the country that are providing educational scholarships to early education teachers, early childhood program directors.
and family child care providers to go to college. T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® is an evidence-based, outcomes-driven and effective national strategy. This cost-sharing scholarship model provides a comprehensive education and support network to states that are committed to increasing the availability of accessible, affordable college education and workforce supports for low-income women working in a variety of early education settings.

T.E.A.C.H. Early Childhood® VT will offer scholarships to VT early educators. If you are interested in applying for a scholarship, sponsoring a scholarship recipient or looking for more information, contact Melissa Riegel-Garrett at (802) 244-6282 or Melissa.Riegel-Garrett@vaeye.org.

## Free VINS Pass Offer

Interested in taking a field trip or even a weekend outing with your own family? Thanks to funding provided by VT Starting Points, the Child Care Project has a free pass to the Vermont Institute of Natural Science’s (VINS) Nature Center located a quarter of a mile west of the Quechee Gorge at 6565 Woodstock Road (Route 4) in Quechee, VT. The pass is for child care providers and allows entrance to one adult and up to five children over age 2 (children under age 2 are welcome, but are always free and not included in the count) for a day. Contact us at (603) 646-3233 or child.care.project@dartmouth.edu with a specific date request and we will email you a pass for that day.

VINS is a nonprofit organization, whose mission is to motivate individuals and communities to care for the environment through education, research and avian wildlife rehabilitation. For more information about the Nature Center, including driving directions, visit www.vinsweb.org or call (802) 359-5000. VINS is open year round, seven days a week. Seasonal hours, now through April 12 are 10:00 am-4:00 pm.

## Chickenpox Advisory for Child Care Programs

The VT Department of Health has recently received several reports of children with chickenpox and of chickenpox exposures at child care facilities. Chickenpox is a very contagious disease caused by a virus. Although this is usually not a serious illness in children, in some children it can be very severe. It can also be severe in adolescents, adults, pregnant women and people with immune system problems. Anyone who develops chickenpox must stay out of child care in VT until all the blisters have scabbed over (usually 5 or 6 days). Please review the information at http://dcf.vermont.gov/sites/dcf/files/pdf/cdd/care/Chickenpox_childcarefacilityadvisory_Nov-5-2013_EpiFINAL.pdf to minimize the effect of chickenpox in your facility and report all cases of chickenpox to the VT Department of Health at (800) 640-4374 or (802) 863-7240.

## 2014 Calendar-Keepers Are Available

2014 Calendar-Keepers are available for $12 each through the Child Care Project (a considerable savings over buying directly from Red Leaf Press). A comprehensive family child care record-keeping system, the Calendar-Keeper gives you monthly expense charts for all purchases; monthly attendance and payment log for parent fees; Food Program tallies for meals, expenses, and claims; weekly/quarterly income record; important record-keeping advice; worksheets that make tax time a breeze; convenient mileage record; ready-to-use waiting list; fire and emergency drill records; easy-to-find emergency numbers; recipes and menus; nutrition information and fun activities. Calendar-Keepers will be available at upcoming trainings or can be mailed to you for an additional $5.60. Contact the Child Care Project for more information.

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What Families Want

I would like educators to find out as much as possible about each and every child in their classroom, about their unique culture and family situation. I would like them to help foster an understanding and accepting environment where all kinds of families are discussed regularly in a very natural and open way, and they are celebrated. A place where the diversity of people and ideas are also discussed, valued, and incorporated into the school day. — Frannie

Categorizing and labeling are natural. It’s how we process the world around us, but I’d like educators to find out more — what’s beyond the label. If we could say it out loud and talk openly about assumptions — get to know the people behind the labels. ...I want people to become more self-aware of their own assumptions when seeing our family. — Clare

I want educators to be more patient and more open-minded about other people’s cultures and traditions. A teacher respected our religious event. That was important to me. — Amsatou

Please respect my family by getting to know each of us. — Beth

Educators have many opportunities to regularly re-examine and revise ways to develop meaningful relationships. The way the intake process is organized, the language we use, and the way the classroom materials are chosen and presented matters. Celebrating a child’s “Adoption Day” or addressing letters to parents/guardians/caregivers, for example, recognizes and normalizes the diversity of today’s families. The families we spoke with were touched by many things educators have done to recognize that there are differences, and that beyond being special, those differences are just normal. These actions help our children know that they continue to belong.

Making a Difference

Our preschool is always respectful of differences. They bring multiple views into the classroom through books, materials, and music. They recognize what’s important to the kids and are comfortable talking about everything. — Beth

In preschool the teachers would make sure when talking about families that they had books, pictures on the wall, stories that were appropriate, and showed a wide variety of families. It was great how they would — what seemed like incidentally — mention families with differences. Not centering on it, but naturalizing differences. — Leah

Our preschool attempted to find a Cinderella story from every country of origin for each kid in the classroom. — Frannie

My second grade teacher was nice and she was interested in my West African origins. — Fatou, middle school

Finding the balance between marginalizing and addressing differences is not easy. We need special treatment. It’s necessary for us for communication, which is a pretty basic need. In the day-to-day, we’re just the same as anybody, but because of my partner’s deafness, communication is much more important in our family than in others’. There are bigger consequences if something goes wrong. For example, the school can’t just pick up the phone and call if they need Sharon. We need to plan ahead. — Leah
Reflecting on Families

That's A Family: Watch the trailer for That's a Family, a documentary aimed at children in kindergarten to fifth grade. Use the teaching guide to consider the messages and opportunities it inspires (groundspark.org/our-films-and-campaigns/thatfamily).

Family Fluidity: Describe your own family today, five years ago, and five years from now. Families are fluid, not static. What events have changed the structure of your family, its needs, attitudes, or resilience?


Just Google It: Try searching the web for images of “normal American family” or “happy American family.” Then try adding different demographic descriptors into the search. How do the results change? Are the images positive? Accurate? Up to date?

Look at the families portrayed in advertisements: What family structures, belongings, and values do these images promote?

Up A (Family) Tree?: Does the family tree still work as a metaphor for the way families form? We’ve heard people talk of the family constellation, the modern family, the organic family, the nuclear family, and the family quilt. Can any single phrase encompass the wide variety of situations that real families are experiencing?

Mirrors and Windows: Explore how another family is both similar (a mirror) and different (a window) to your own (groundspark.org/our-films-and-campaigns/thatfamily/taf_discussart).

As a staff, ask yourselves: “Do we...”
- use what we know to make activities special for all children?
- work with families to build trust?
- avoid making families feel vulnerable or inadequate?
- work as a team with parents to solve problems?
- try to find out what families think is important?
- communicate in a variety of ways with families every day?

Before beginning any classroom activity, review your materials with your current group of children in mind. How are the children included or excluded by the images, language, or process of the activities or materials?

Our recent homelessness was an unexpected challenge. We were living in a trailer in the back parking lot of the Friends Meeting House across from the school. The principal let us use a spare room in the building in the evenings for homework, and other things. We didn’t have to ask. It was offered to us. That really helped. — Brian

I said to the director, “I know it’s going to be really hard [to provide materials in Braille]. But do you want to know what’s hard? Being a deaf-blind kindergartner is hard.” He got it, eventually. One thing I loved was when Lauren was invited to teach the class about Braille. She was very happy to do it. They all wanted their names in Braille. It was her chance to be the expert and tell others something she’s an expert about... — Sarah

Knowing that we can’t predict what each family may want, need, or might offer, the way we respond to problems that arise communicates our beliefs. We are the messengers; we shape the evolving dominant culture. We are models of best responses.

Roscoe wore his pink shirt and came home unhappy because some kids told him it was a girl color. After a quick email, the principal wore his pink shirt the next day! — Lisa

Instead of saying to a second-grader, “We don’t tolerate that kind of comment here,” they could use the comment as a discussion point. — Leah

January/February 2014
In our experiences, some of the most positive things have happened when...

- Boundaries between home and school get blurred a bit: When the kindergarten teacher made a home visit before school started and plopped down on our less-than-sparkling floor to play Legos or when the third grade teacher wrote really, really thoughtful comments on a report card.
- Communication is open, personal and non-threatening. Teachers do not feel the need to be “the expert.”
- Teachers and administrators offer flexibility within the expectations or requirements of both kids and families, including how families can contribute.
- Educators model some risk taking.
- The child and family feel valued.
- Feedback is genuine and positive feedback is not false.

The common denominator is a willingness to get to know families as they are, rather than in comparison to a traditional norm, and an effort to build multiple open, genuine avenues of communication.

**Diversity Data: A Snapshot**

- Family living arrangements and trajectories are increasingly varied and complex in the United States. Age of marriage is at an all-time high. Cohabitation, not marriage, is the typical first type of union in U.S. society. Divorce and remarriage remain common, and births to unmarried women have accelerated rapidly, from 5% in 1960 to about 40% today.
- More than four out of ten adopted children (43%) lived with their birth families at some time prior to their adoption. Adopted children are less likely than are children in the general population to live in households with incomes below the poverty threshold (12% vs. 18%), and more likely to be read or sung to by their parents.
- As of 2010, nearly one in four children in the United States is the son or daughter of an immigrant. Seventy percent of these children are American citizens. These young Americans will make up at least 25% of our new workers, parents, and voters for the next two decades. Also in 2010, 22% of children ages 5-17 spoke a language other than English at home, up from 18% in 2000. One in 20 children have difficulty speaking English.
- As of 2010, about one in 12 children had a disability, half of those being severe disabilities. Most disabilities are cognitive in nature.
- About one in seven children in 2009-2010 had a special health care need, according to their parent’s report.
- In 2010, 22% of children ages 0-17 (16.4 million) lived in poverty. This is up from a low of 16% in 2000 and 2001. One in ten children lived in homes with incomes below half the poverty threshold.
- Families now make up 40% of the U.S. homeless population. The typical homeless family is headed by a single mother, usually in her late 20s, with her two or three young children, typically preschoolers.
- Racial and ethnic diversity has grown in the United States.
- By 2023, less than half of all children are projected to be white, non-Hispanic. By 2050, 39% of U.S. children are projected to be Hispanic (up from 24% in 2011), and 38% are projected to be white, non-Hispanic (down from 53% in 2011 and 62% in 2000). Children who identify with two or more race groups are projected to make up 5% of all U.S. children by 2050 (up from 4% in 2011).
- One million gay and lesbian parents are raising two million kids in the U.S. Same-sex couples with only adopted or only stepchildren have significantly higher incomes than both married and unmarried opposite-sex households. Four percent of all adopted children in the U.S. are being raised by gay or lesbian parents.

Children’s Books About Families

A *Chair for My Mother*, by Vera B. Williams (1982) When the home Rosa shares with her mother and grandmother is destroyed by fire, the family saves up their spare change to buy a new chair.

A *Day with Dad*, by Bo R. Holmberg (2008) Tim’s father lives in a different town, but when he comes to visit Tim on the train, father and son spend a special day together.

And *Tango Makes Three*, by Justin Richardson & Peter Parnell (2005) Silo and Roy, two male chinstrap penguins, fall in love and raise baby Tango together.

Annie *Rose Is My Little Sister*, by Shirley Hughes (2003) Big brother Alfie lovingly discusses the different things he and his younger sister do together.


Daddy *Makes the Best Spaghetti*, by Anna Grossnickle Hines (1999) Both of Corey’s parents work. His playful daddy is willing to be silly and makes the evening routine fun.

*Every Year on Your Birthday*, by Rose A. Lewis (2007) A mother shares thoughts and memories from her adopted Chinese daughter’s previous birthdays.

The *Family Book*, by Todd Parr (2003) This story celebrates many different types of families, including stepfamilies, families with two moms or two dads, and single-parent families.

Fred *Stays with Me!*, by Nancy Coafelt (2007) A little girl who moves back and forth between her divorced parents’ homes runs into trouble when her dog, Fred, starts misbehaving.

Has *Anyone Seen My Emily Greene?* by Norma Fox Mazer (2007) It’s time for lunch but Emily Greene is hiding. Will her father find her? This book celebrates the special bond between fathers and daughters.

Heather *Has Two Mommies*, by Leslea Newman (2000) In this now classic story, Heather, a preschooler with two moms, discovers that many of her friends have very different sorts of families.

Jamaica *Tag-Along*, by Juanita Havill (1989) Jamaica is hurt when her older brother doesn’t want her to tag along with him and his friends. But when she begins playing with a younger child, she learns an important lesson.


*On Mother’s Lap*, by Ann Herbert Scott (1992) An Eskimo boy learns that there is room for everyone on his mother’s lap, even his new baby sister.

Quinito, *Day and Night*, by Ina Cumpiano (2008) In this bilingual book (English and Spanish), Quinito and his family introduce readers to the world of opposites.

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