

# Pathways

Volume 4, Issue 2  
Winter 2017

### Congratulations to the 2017 Marcia Lovell Award Recipients!

On October 22<sup>nd</sup> at Maine Roads to Quality's Symposium 2016, five Marcia Lovell Awards were presented to a group of outstanding early childhood educators. MRTQ PDN created the Marcia Lovell Award for Innovation in Early Care and Education to recognize outstanding early childhood professionals who make significant contributions to the children, families, and communities in which they work and embody the ideals for which Marcia advocated:

- Better lives for children
- High-quality early education experiences
- Support for all children, including those most at risk and with disabilities
- And the belief that the arts are an integral part of early education programs

Marcia Lovell (1942—2005) was a friend and dedicated advocate for the importance of high-quality early childhood experiences. Marcia cared deeply about young children and their families and worked diligently to support healthy, responsive systems. She worked at the Maine Department of Health and Human Services Office of Child Care and Head Start, where she was a program specialist with more than 20 years of experience. Marcia was instrumental in the development of many early childhood programs and initiatives in the state of Maine.



Marcia Lovell Award recipients (l-r): Meghan Marston, Michelle Gauthier, Christina Thibault, Brenda Hersey (not pictured: Betty Lewey)

The 2016 Marcia Lovell Award Recipients are:

**District 1:** Michelle Gauthier, YCCAC Early Head Start, Sanford

**District 3:** Christina Thibault, Auburn School Department Before & After School Program at Fairview School, Auburn

**District 5:** Meghan Marston, Southern Kennebec Child Development Corporation, Augusta

**District 7:** Betty Lewey, Passamaquoddy Child Development Center, Calais

**District 8:** Brenda Hersey, Aroostook County Community Action Program, Houlton

Interested in nominating someone for a 2017 Marcia Lovell Award? Check out the Spring 2017 edition of Pathways for information on the nomination process!

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## The Inclusion Warm Line

**Toll-free: 1-844-209-5964 \* [inclusion.warmline@maine.edu](mailto:inclusion.warmline@maine.edu)**

The MRTQ PDN Inclusion Warm Line has been active for almost a year! Since beginning this service in January of 2016, forty-two people have contacted the Inclusion Warm Line. We have heard from family child care, center-based child care, before and after school programs, Head Start, families, and other child-serving agencies. We have shared information and resources, referred practitioners to other MRTQ PDN and community resources, and connected callers to one of the Inclusion Warm Line specialists to talk through an issue or problem.

The Inclusion Warm Line serves as the first step in providing practical, accurate information to support the successful inclusion of children with special needs, disabilities, mental health needs, and concerning or challenging behavior in early childhood and school age programs.

The Inclusion Warm Line is jointly staffed by inclusion, health, and mental health consultants from MRTQ PDN and the Center for Community Inclusion and Disability Studies.

*“I was struggling to figure out how best to support a child. I used all the resources I had to address his biting behavior. I called the Inclusion Warm Line. Sometimes it helps to talk with another person to share ideas and plan some next steps. After the call, I got an email with some information I could share with parents and some strategies I could try out with this little one.”*

Caller to the Inclusion Warm Line



**Consider contacting the Inclusion Warm Line if you need preventative and non-emergency person-to-person support and resources. The Inclusion Warm Line is FREE and CONFIDENTIAL.**

## Join Our New Maine Inclusion Credential Cohort

Are you interested in being part of a credential that will provide a specialty enhancement in the area of inclusive practices in early childhood and school age care and education? MRTQ PDN is currently recruiting people interested in participating in a cohort for the Maine Inclusion Credential.



The Maine Inclusion Credential focuses on the additional foundational training and education practitioners need when caring for children with special needs/disabilities.

As part of the Credential, candidates will participate in specific inclusion-related training and will have access to consultation and cohort support as they move through the credential process. The complete list of required trainings, as well as additional information about the Maine Inclusion Credential can be found on our website at: <http://muskie.usm.maine.edu/maineroads/pd/inclusioncredential.htm>.

To learn more, (including timelines and prerequisites) you can participate in a one-hour informational conference call on December 13<sup>th</sup> from 6:00-7:00pm. If you would like to participate in this call, please email Marnie Morneault at [marnie.morneault@maine.edu](mailto:marnie.morneault@maine.edu).

## The ACRES Project: High-Quality Coaching in STEM for Rural Educators

A new national afterschool project is seeking interested organizations in rural states, including Maine, to participate in testing an innovative, video-based coaching curriculum in STEM. The Noyce Foundation has made a substantial investment in the Maine Mathematics and Science Alliance to have the ACRES team build online and blended professional development based on the skills highlighted on the [Click2Science](http://Click2Science.org) video-based website. Free coaching and support will be provided to staff at participating sites.

If you are interested or would like more information, please contact the Maine Mathematics and Science Alliance at: [acres@mmsa.org](mailto:acres@mmsa.org).



**WINTER 2017 TRAINING SCHEDULE**

For complete training descriptions, driving directions, instructor information, and the link to register, please visit the **Maine Early Care and Education Online Training Calendar** at:

<http://ecetrainingcalendar.muskie.usm.maine.edu>.

For a full list of MRTQ PDN Training Policies, click:

<http://muskie.usm.maine.edu/maineroads/pdfs/TrainingRegistrationPolicies.pdf>

**Seeing Stars?** Training descriptions that include a star(s) will meet a requirement for the following MRTQ Credentials:



Director Credential




Youth Development Credential



Infant Toddler Credential I



Inclusion Credential

**Positive Supports and Challenging Behavior (15 hours) – Online or Face-to-Face** 

This training provides a brief introduction to preventing and responding to situations of challenging behavior in early childhood programs. The goal of this training is to help you feel more confident when faced with challenging behaviors in your program.

**Online Option #1:** January 11<sup>th</sup> – February 15<sup>th</sup>

**Online Option #2:** March 1<sup>st</sup> – April 5<sup>th</sup>

**Face-to-Face Option:** Fridays, January 6<sup>th</sup>, February 3<sup>rd</sup>, and March 3; 9:00am-3:30pm

**Location:** Steuben Parish Hall, Steuben

**Foundations of Inclusion: Relevant Laws, Featuring the Americans with Disabilities Act (ADA) (6 hours) – Online** 

This training will give an introduction to the history of disabilities and inclusion in the United States as well as relevant laws governing the way inclusive services and supports are delivered.

**Option #1:** January 25<sup>th</sup> – February 8<sup>th</sup>

**Option #2:** March 15<sup>th</sup> – 29<sup>th</sup>

**Environments in Early Care and Education (30 hours) – Online**

The objective of this training is to help early care and education practitioners develop a deeper understanding of high-quality environments for children. Every setting has unique benefits and challenges – participants will have opportunities to explore resources, share strategies and ideas, and consider ways to enhance the environments in which they work and play with children.

**Dates:** January 25<sup>th</sup> – April 5<sup>th</sup>

**Maine's Early Learning and Development Standards Trainings** 

This training gives an overview of Maine's Early Learning and Development Standards (MELDS), including each Domain and ideas for integrating the content into a variety of settings. Each module introduces content and also highlights specific practices and skills designed to foster participants' abilities to utilize the MELDS independently once the training is complete. The training also has an intentional focus on principles for working with diverse populations and creating inclusive, developmentally appropriate learning environments.

**MELDS (30 hours) – Online**

The training takes place over eight weeks, with approximately 3.75 hours of work required each week.

**Option #1:** January 25<sup>th</sup> – March 22<sup>nd</sup>

**Option #2:** February 1<sup>st</sup> – March 29<sup>th</sup>

**Option #3:** February 8<sup>th</sup> – April 5<sup>th</sup>

**Option #4:** March 1<sup>st</sup> – April 26<sup>th</sup>

**Option #5:** March 29<sup>th</sup> – May 24<sup>th</sup>

**Bridge to MELDS (15 hours) – Online**

This is the 15-hour training that is meant for those practitioners who have successfully completed the 30-hour training "Maine's Early Learning Guidelines." Approximately 3 hours of work are required during each week.

**Option #1:** January 25<sup>th</sup> – March 1<sup>st</sup>

**Option #2:** March 8<sup>th</sup> – April 12<sup>th</sup>

**Option #3:** March 29<sup>th</sup> – May 3<sup>rd</sup>





**Foundations of Health, Wellness, and Safety (18 hours) – Online**



Participants will be introduced to the importance of health, wellness, and safety through personal care routines, nutrition education, and environmental hazards that could impact the health of children and families.



**Option #1:** January 25<sup>th</sup> – March 8<sup>th</sup>

**Option #2:** March 8<sup>th</sup> – April 19<sup>th</sup>

**Supporting Maine’s Infants and Toddlers: Guidelines for Learning and Development (30 hours) – Online**



This training is designed to guide providers through the history, creation, and use of this publication, which outlines learning and development from birth to age three. The modules focus on the document and on developing understanding relationships.

**Option #1:** February 1<sup>st</sup> – March 29<sup>th</sup>

**Option #2:** February 8<sup>th</sup> – April 5<sup>th</sup>

**Option #3:** March 1<sup>st</sup> – April 26<sup>th</sup>

**Curriculum and Development for Preschool-Age Children (30 hours) – Online**

This curriculum is designed to introduce participants to planning and implementing curriculum to meet the unique needs of preschoolers. Even though they are all individuals, preschoolers follow a predictable pattern of development. In this training, participants will explore these commonalities and will learn how to make accommodations for children, when necessary.

**Dates:** February 1<sup>st</sup> – April 12<sup>th</sup>

**Partners in Caring: Families and Caregivers (12 hours) – Online**



Children experience the best quality of care when parent(s), family, and caregivers are partners with the same goals for the child. This training will offer caregivers information about families today – varieties, characteristics, stresses, challenges, and trends.

**Option #1:** February 1<sup>st</sup> – March 1<sup>st</sup>

**Option #2:** March 15<sup>th</sup> – April 12<sup>th</sup>

**Caring for Infants, Toddlers, and Their Families (30 hours) – Online**



This training covers a wide range of topics with the objective of helping early care and education practitioners develop a deeper understanding of high-quality environments for children. Through this training participants will have opportunities to explore resources, share strategies and ideas, and consider ways to enhance the environments in which they work and play with children.

**Dates:** February 8<sup>th</sup> – April 19<sup>th</sup>

**Fostering the Social Emotional Development of Young Children (30 hours) – Online**

This training focuses on helping all children to develop social skills, self-confidence, and build their social-emotional intelligence. It covers building relationships, assessing the environment and curriculum, designing strategies to support children to maintain peer relationships and improve self-regulation, and identifying community resources when involving other specialists.

**Dates:** February 8<sup>th</sup> – April 19<sup>th</sup>

**Inclusive Child Care (30 hours) – Online**



This training covers topics to fully include and support all children and families in center-based or family child care settings. It uses an interdisciplinary approach to support staff, families, and children and emphasizes the belief, attitudes, and values of inclusion.

**Dates:** February 15<sup>th</sup> – April 26<sup>th</sup>

**Please Note**

PRE-REGISTRATION IS REQUIRED for all MRTQ PDN training; no walk-in registrations can be accepted.

MRTQ PDN is sometimes able to add additional training based on demand; if you try to register for a training that is full, please place your name on the waiting list. If a second session is added, those on the waiting list receive priority registration!

### Child Care Leadership Institute II: Leadership in Early Childhood Education Today (30 hours) – Hybrid



Leadership II builds on the concepts from Leadership I, focusing on building leadership skills, supervision, communication, and organizational climate.

**Dates:** March 1<sup>st</sup> – 31<sup>st</sup>; face-to-face classes on Fridays, 3/10 and 3/31; 9:00am-4:00pm; online assignments due between class sessions

**Location:** University of Southern Maine, Portland

**Notes:** *When enrolling in this training, participants are expected to attend ALL face-to-face sessions; Child Care Leadership Institute III will be offered in the spring of 2017.*

### Child Care Leadership Institute I: Building the Foundations for Quality in Early Childhood Settings (30 hours) – Hybrid



This training covers theory and legality as related to operating a child care center, the essential skills of staff hiring and supervision, family communication, professionalism, and self-survival within the art of administering early childhood centers.

**Dates:** March 8<sup>th</sup> – April 7<sup>th</sup>; face-to-face classes on Fridays, 3/17 and 4/7; 9:00am-3:30pm; online assignments due between class sessions

**Location:** University of Southern Maine, Portland

**Note:** *When enrolling in this training, participants are expected to attend ALL face-to-face sessions.*

### Links to Learning (45 hours) – Face-to-Face



This training will provide tools for creating after school programs that effectively connect children's multiple worlds (home, school, afterschool, peers, and community), building on the latest research on topics such as resiliency, homework support, and youth engagement.

**Dates and Time:** Wednesdays, March 8<sup>th</sup> – May 31<sup>st</sup>; 6:00-9:00pm (no meeting on April 19<sup>th</sup>)

**Location:** Augusta location TBA

**Note:** *When enrolling in this training, participants are expected to attend ALL face-to-face sessions.*

### Creating Inclusive Youth Development Settings (30 hours) – Online



This curriculum will take participants through ten modules that provide an overview and foundation of positive youth development practices, strategies, and tools for working in school age programs supporting inclusive practices.

**Dates:** March 8<sup>th</sup> – May 24<sup>th</sup> (no assignments due during April vacation week)



### Linking Assessment to Curriculum in the Preschool Classroom (9 hours) – Online

**Center-based providers only.** This course has been designed to help increase your knowledge and level of comfort with the process of assessment and curriculum planning in the preschool classroom.

**Option #1:** March 15<sup>th</sup> – April 5<sup>th</sup>

### Working with School Age Children and Youth (30 hours) – Online



This training covers the aspects of providing child care for children and youth ages 5 to 13 years in a child care center, family child care program, or before and after school program.

**Dates:** March 15<sup>th</sup> – May 31<sup>st</sup> (no assignments due during April vacation week)

### Stepping Up with Quality for ME (12 hours) – Online (Options for center-based, family child care, and school age programs)

This training will help child care professionals understand the indicators of quality defined in *Quality for ME*. It will also provide resources to help professionals meet the quality standards and move forward as part of *Quality for ME* in providing quality early care and education programs that are accessible to all children and families.

**Dates for All Programs:** March 22<sup>nd</sup> – May 17<sup>th</sup>

# MAINE ROADS TO QUALITY

Early Care and Education Professional Development Network

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## News Regarding NAFCC Accreditation

If your program is accredited by the National Association for Family Child Care (NAFCC) OR if you are a family child care or small facility working toward or considering NAFCC accreditation, there is an important update regarding accreditation standards.

The NAFCC Quality Standards Review Team has now released revised Quality Standards. The Team has been revising standards to reflect best practice and has focused particularly on child assessment and social and emotional development.

What does this mean for you? It means that if you are submitting an accreditation application after June 30, 2017, you will need to demonstrate that you are meeting the new standards during your observation visit.

Please take time to review these changes and plan on how you will meet these new requirements. A detailed explanation of the changes can be found here: <http://www.nafcc.org/file/01787f9b-b724-4761-bab5-05e5d7610d25>

In addition, MRTQ PDN wants you to know that there are funds available to help programs accredited by NAFCC pay for their renewal fees. Visit our website for more information: <http://muskie.usm.maine.edu/maineroads/accreditation.htm>.

Contact MRTQ PDN at 1-888-900-0055 or [mrtq.contact@maine.edu](mailto:mrtq.contact@maine.edu) with questions!



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