



Small Wonders

The Newsletter of the Delaware Association for the Education of Young Children, Inc.



Inside this issue

DAEYC Annual Awards	2
DPEC - What's That?	2
DPEC - What's Next?	3
Nemours BrightStart!	3
OCCL Website: Check It Out	3
Help a friend become a member of DAEYC/NAEYC	3
DAEYC Membership	4
Advocacy - it's not all about legislation!	4
Healthy Kids Library Collection Sponsored by Nemours	5
Upcoming Events	5
Creating Relationship Recipes	6
T.E.A.C.H. Early Childhood	8
Grant Opportunity!	8
Using Early Learning Guidelines to Support Children's Development	9
Education Enrollment in the IDA Program	10
NAEYC Directory	11
Newsletter Guidelines	12

DAEYC Web Site

While you're online, take a look at our Web site. We'd like your feedback and your ideas on how we can make the site serve you better. So please take a minute to visit

www.daeYC.org

YOUR VOTE COUNTS!

Watch for your ballot to arrive! In January and February, each NAEYC member will have the opportunity to vote for members of the 2011 NAEYC Governing Board. NAEYC determines policies and appropriate practices for the entire early childhood profession so this is an important election. Check the naeyc.org website to learn about each candidate. This election is of special significance to Delaware's early childhood educators as Jim Lesko, Director of Early Development and Learning at the Delaware Department of Education is one of the candidates. Remember to vote when your ballot arrives.

Nemours BrightStart! Comes to Delaware!

For most Delawareans, the name Nemours is very familiar – bringing to mind the Nemours/A.I. DuPont Hospital for Children and various Nemours Pediatric Clinics through the state. One division of Nemours; however, might not be quite as familiar – Nemours BrightStart! Nemours BrightStart! is an initiative of the Nemours enterprise created to promote early literacy in 4- and 5-years olds and raise awareness for reading difficulties such as dyslexia. The initiative was launched in 2005 in Jacksonville, Florida by Executive Director, Dr. Laura Bailer and her team. Since 2005, the Nemours BrightStart! team – composed of teachers, research scientists, and community outreach staff – has screened over 9,000 children and provided intervention for nearly 1,500 at-risk children. The intervention consists of 20 lessons which teach preschoolers early literacy skills such as print awareness, letter sounds, rhyming, and blending compound words. Data collected shows that participating in Nemours BrightStart! specialized instruction moved approximately two-thirds of at-risk children to the average range in early literacy skills.

Now, thanks to generous gift from the ArshtCannon Fund, Nemours BrightStart! is coming to Delaware. On Wednesday, November 3rd, Nemours BrightStart! staff will begin screening children at the Nemours Pediatric Clinic in Seaford. Appointments will be available on Wednesdays and Thursdays from 8:30am to 5:00pm. Please call (877) 873-3118 to schedule a screening for your child.

Early implementation will be concentrated primarily in Sussex County, but the team hopes to establish a presence in all three of Delaware's counties. Look for

continued on page 6



Small Wonders

The Newsletter of the Delaware Association for
the Education of Young Children, Inc.

Delaware Association for the
Education of Young Children, Inc.
700 A River Road
Wilmington, DE 19809
(302) 764-1500

DAEYC Board of Directors 2010-2011

Executive Committee:

Beth Inter
President

Paula Holloway
President Elect

Allison Miller
Vice President

Susan Yetman
Treasurer

Kim Pridemore
Secretary

Members-At-Large

Linda Chantler

Barbara Dixon

Daphne Evans

Sandy Henry

April Hill-Addison

Nicole Hylton

Mary Neal Jones

Evelyn Johnson

Ashli McVey

Martie Mollenhauer

Kathy Moore

Cheryl Siok-Clendaniel

Janet Taylor-McDowell

Verna Thompson

Donna Zeberkiewicz

DAEYC Annual Awards

Each year the DAEYC Board honors two early childhood professionals at our Annual Meeting in June. The Robert Ferrara Grant of \$200 is awarded to a DAEYC member in recognition of Robert Ferrara's dedication to children and the community. Any DAEYC member may apply for this grant. The money from this grant must be used for activities in the area of music and /or children with special needs. The application form is on the daeyc.org website

The second award, The Roxanne Benatti Award, recognizes an early childhood education professional who has made outstanding contributions to the field. The professional nominated should currently be working in one of the following settings: family child care, child care center, preschool, elementary school or therapy. The nominee for this award must be nominated by a DAEYC member. Again, the application for this award is on the daeyc.org website.

All applying for the Robert Ferrara Grant or all nominating a colleague for the Roxanne Benatti Award should send the nomination forms to: DAEYC, Attn: Awards Committee, 700A River Road, Wilmington, DE 19809 by April 15, 2011.

DPEC – What's That?

DPEC or **Delaware Practitioners in Early Childhood** is the database that the Department of Education's Early Development and Learning staff uses to issue your qualifications to work in licensed child care programs. The Department of Education began using DPEC a year ago to track information submitted and to track the certificates issued.

DPEC – How Many Practitioners are Included?

5551 Individuals have submitted applications for review

5287 or 95% Have been issued at least one certificate

6401 Separate certificates been issued: some people hold more than one certificate

As of November 1, 2010 the following numbers of certificates have been issued:

- Early Childhood Administrator = 927
- Early childhood Curriculum coordinator = 267
- Early Childhood Teacher = 1901
- Early Childhood Assistant Teacher = 1319
- Early Childhood Intern = 750
- **TOTAL Early Childhood Certificates = 5164**
- School Age Administrator = 286
- School Age Site Coordinator = 160
- School Age Site Assistant = 520
- School Age Intern = 144
- **TOTAL School Age Certificates = 1237**

DPEC – What’s Next? *continued*

Beginning in late 2011 there will be web access to DPEC. Applications will be submitted online. Practitioner will still have to submit official college transcripts, copies of photo identification, and experience to DOE. After submission, applicants will be able to track the progress of their applications online. When a certificate is issued, applicants will be able to download and print it immediately – no more waiting for it to arrive in the mail.

With unique logins and passwords, directors will be able to track the progress of their employees or potential employees’ certificates.

Nemours BrightStart! Provides Early Literacy Screenings

Learning to read is an experience that many adults can no longer recall. It simply feels like second nature to combine letters into words and words into meaningful sentences. Simple though this may seem in retrospect, reading is actually a very complex process that our brains are not naturally hard-wired to perform. For many children, learning to read is a daunting task, and conventional methods of instruction may not be enough to acquire basic literacy skills such as letter knowledge, print awareness, rhyming, and phonological awareness. But now, thanks to generous gift from the ArshtCannon Fund, Delaware children have an additional resource to assist them on the road to reading readiness – Nemours BrightStart!

Nemours BrightStart! is an initiative of the Nemours enterprise created to promote early literacy in 4- and 5-years olds and raise awareness for reading difficulties such as dyslexia. Since its inception in 2005 in Jacksonville, FL, the Nemours BrightStart! team – composed of teachers, research scientists, and community outreach staff – has screened over 9,000 children and provided intervention for nearly 1,500 at-risk children. Intervention consists of 20 lessons which teach preschoolers early literacy skills such as print awareness, letter sounds, rhyming, and blending compound words. Data collected shows that participating in Nemours BrightStart! specialized instruction moved approximately two-thirds of at-risk children to the average range in early literacy skills.

Nemours BrightStart! offers free early literacy screenings in Delaware to preschool-age children in child care centers, preschools, libraries, and other community settings. Screenings are administered by a trained Nemours BrightStart! Community Initiatives staff member and can take place directly in child care centers and preschools or in one of our state-of-the-art mobile classroom units. Staff provides a written report of each child’s screening results for teachers and/or parents. This report includes additional information and resources on ways to practice and enrich children’s literacy skills at home and in

continued on page 11



OCCL WEBSITE: CHECK IT OUT

Checked out the OCCL website recently? If you answered “no” now is the time to take a look and to check it on a frequent basis. OCCL uses the website to keep the Early Care and Education field advised of what’s happening at OCCL, provide information about product recalls, funding and training opportunities. New information is added every week if not more frequently. The basic information is currently undergoing revisions to make it more current and user friendly. The web link is <http://www.kids.delaware.gov/occl/occl.shtml>.

Help a friend become a member of DAEYC/NAEYC

go to www.naeyc.org to sign up.
Membership dues for
Delaware are:

Comprehensive = \$90.00 per year
Regular = \$55.00 per year
Student = \$40.00 per year

DAEYC Membership

The value of your membership:

- Information and Specialized Resources
- Advocacy efforts
- Educational activities and products to enhance your career development
- Networking with other early childhood professionals
- Annual Banquet and Meeting
- Annual DAEYC Conference
- Newsletter – Delaware specific

To become a member of NAEYC and DAEYC log on to www.naeyc.org

DAEYC Contact Information:
Delaware Association for the
Education of Young Children, Inc.
700A River Road
Wilmington, DE 19809
(302) 764-1500
www.daeyc.org



Advocacy - it's not all about legislation!

If you're like most people . . . when you think of advocacy you think of contacting your legislator about voting on a bill that will affect you and the children you serve. And sometimes that's what advocacy is.

But sometimes advocacy happens at another level. DECEL has been at work over the past several months, following up on the things you told us need some attention. We figured out that sometimes we can make things better for all of us by working directly with the people in the state departments that are responsible for administering the various programs that we interact with.

For example, we identified some changes that could be made in the POC program that we think could improve service continuity for children, increase the efficiency of the system, and lower the providers' cost or loss of income from serving these families. We're working with the folks in charge of POC to explore how to make these and other changes – changes that will benefit you and the children and families you serve.

It will take all of us to find workable solutions to the challenges currently facing the early childhood field.

For a \$20 individual membership fee, you can be a DECEL member - part of a group of people committed to making a long-term, important difference in your work life and the lives of young children in Delaware. You can have representation in the decisions that affect you and help to tackle the tough challenges facing the early childhood field.

What's DECEL? DECEL is a member-supported advocacy organization open to all providers and staff of early childhood and school-age (birth to five and those attending out-of-school time) programs and other stakeholders and citizens concerned about young children. DECEL members will elect a steering committee and an executive committee to:

- **ADVOCATE** by providing you with opportunities to join forces with your colleagues to influence decisions that affect you. In the future, DECEL will support a lobbyist who advocates on behalf of early learning issues.
- **INFORM** members about early learning issues, trends and Delaware initiatives.
- **REPRESENT** the powerful voices of early learning stakeholders (providers, after school professionals, and advocates for young children) to government officials and policymakers on decisions that impact you and the children you serve.

DECEL is built on the premise that by aligning and coordinating the good efforts of many we can have a stronger voice and stronger impact – together. Memberships are available to individuals, legally operating early care and education programs, provider alliances, and associated organizations. During its start-up phase, United Way of Delaware is serving as fiscal agent and sponsor for DECEL.

Join DECEL today! You can find a membership form on our website www.decel.org or email ijumble@epix.net. for more information.

Healthy Kids Library Collection

Sponsored by Nemours

Looking for ideas and resources to incorporate nutrition and physical activity into your child care center or home without spending a dime? Check out the Healthy Kids Collection at your local library! The collection includes a number of materials to help promote healthy eating and physical activity in child care centers and homes such as curricula, activity kits, story books, CDs and games. Materials can be borrowed and returned through the library and interlibrary loan system.

Look for these collections to be available in late 2010 at the following libraries:

- Brandywine Hundred Library- 1300 Foulk Road, Wilmington, DE 19803
- Newark Free Library- 750 Library Ave., Newark, DE 19711
- Dover Public Library- 45 South State St., Dover, DE 19901
- Lewes Public Library- 111 Adams Ave., Lewes, DE 19958

Nutrition and Physical Activity Helpline 1-800-660-6602

The nutrition and physical activity helpline is a toll-free number where trained staff are available to answer your questions on nutrition and physical activity in child care. Helpline staff are available Monday through Friday 9 a.m. to 5 p.m., and there is a voice mailbox for after hours. We have been receiving some great questions from providers regarding nutrition and physical activity!

Examples of common questions and answers are listed below:

Q: Is unbleached enriched flour (wheat flour) considered a whole grain?

A: No, unbleached enriched flour, whether wheat or white, is not a whole grain.

Q: If the ingredients label says water first and then whole grain, it is considered a whole grain?

A: Yes, a whole grain product is one that lists a whole grain as the first ingredient or one that lists a whole grain as the second ingredient, after water. Example: Ingredients: water, whole wheat flour, cornstarch, sugar. This would count as a whole grain.

Q: If we only serve water, do we have to serve juice?

A: No. Water may be served at snack without an additional beverage. Juice is not a requirement at any meals. You could decide never to serve juice, and focus on whole fruits and vegetables, milk and water instead.

Q: If a parent brings all of the food into the child care center or home, is the parent required to follow the regulations?

A: If a parent provides food for a child it must meet the DE CACFP/Delacare Rules, regardless of the provider's participation in CACFP. This means it must meet nutritional requirements for each food group and have the correct meal components in the amounts listed in the meal pattern (which can be found on the Department of Education's website under CACFP). If the food does not meet rules, a provider must supplement with food that does.

continued on page 10

Upcoming Events

2011 NAEYC National
Institute for Early Childhood
Professional Development;
Providence, Rhode Island,
June 12-15, 2011

SAVE THE DATES

DAEYC Annual Children's
Concert with Janis McDavid

April 19, 20 and 23.

*Locations for concerts will be
included in the next issue of
Small Wonders*



Creating Relationship Recipes

Peeking at the Ingredients in the Pantry

Martie Mollenhauer, Ed.D. Zero to Three Infant/ Toddler Consultant and DAEYC Board member

“People may not remember exactly what you did or said, But they will always remember how you made them feel.”

Anonymous

Take a few minutes to stop and reflect about YOU. Yes, it is ok to think only of yourself right now!! Do you realize your roles and responsibilities in working with young children and their families? Do you understand that You are the Heart of Quality Care (Mollenhauer, 2006). Do you realize that you relate and communicate with others every day of your life? Consider that most of us take these relationships for granted!! No way you say? I wonder.

Make Your Relationships a Priority

“We live in a world full of people. We relate and communicate with others every day of our lives. Yet we have very little instruction on how to foster genuine relationships and have a deep, meaningful communication. We need to discover how to relate and communicate personally and professionally. We start with good intentions and make our relationships more of a priority in our lives.” (Rockwell, 2003) Relationships are the mutual, long-lasting back and forth bonds we have with people in our lives – a series of ongoing influences & interactions that built upon each other. These support systems affect the quality of experiences and development. They need to be Responsive, Reciprocal, and Nurturing. They must be culturally sensitive with an understanding & respect for one another’s values, beliefs and perceptions. They must build Trust and Security. (DARE to AFFIRM, 2008)

Relationships, Resources and Role Models

“Children teach us about ourselves and help us explore feelings. Those who nurture children can utilize that experience to keep the child within them alive into adulthood.” (Whitten, 2005) You are role models for your children and want them develop into well-rounded children. As Early Childhood Professionals, you must draw upon resources outside of yourself to strengthen your own life experiences and then encourage activities and routines for children. “Everyone benefits when adults relationships are valued and supported alongside those between adults and children.” (Baker & Manfredi/Pettit, 2004)

DARE to AFFIRM cites the Platinum Rule

Martie Mollenhauer created DARE to AFFIRM (www.daretoaffirm.com) in 2003 to empower individuals to discover and nurture themselves so that they could acknowledge and affirm others. Allison Miller joined the organization in 2005. Together they facilitate learning experiences for adults based on Jere Pawl’s (1998) Platinum Rule. “Do unto others as you would have others do unto others.” Their training messages for working with children and families were not being lived and practiced with all adults in the organization. They began challenging people to *understand* what they were doing and not only affirm and value children, but do the same with one another and themselves! Building relationships is a dance with leaders and followers, each one taking turns when their strengths can lead. These dances

might not always be smooth and in perfect step, but isn’t that what practice is all about? The more we recognize each other’s strengths and ‘catch them doing something right’, the more we can build teams and strive for quality in programs!!

Their challenge to training participants has always been to define Nurturing Relationships. What did the participants remember about these from their childhood and what were the important ingredients that made these relationships work? Martie and Allison began to see patterns in these characteristics and have selected **16 Key Ingredients for building relationships**. They know that these are not a final list, but one that they are comfortable with...for now!

Sixteen Relationship Ingredients

- Trust
- Respect
- Perception
- Attitude
- Understanding
- Belonging
- Gratitude
- Affirmation
- Acceptance
- Authenticity
- Communication
- Laughter
- Give & Take
- Patience
- Integrity
- Sensitivity

Putting the Ingredients Together Your Special Recipe for Relationships

Like all recipes, there are basic ingredients. How they are selected and combined is what make them yours. You might choose to add your own twist to

make them Uniquely YOURS!! You might create a recipe and it works for one relationship and totally flops for another. Well...modify it and try again!! Explore the possibilities and keep striving to make them work for you! How will you put these ingredients together for your special recipe?? We have received breads, cakes, pies & puddings and those that don't turn into a recognizable food.

Here is one example:

Recipe for a Relationship Pie from a group of exciting ECE professionals at the 2009 DAEYC conference:

3 c. Respect	Mix Respect, Communication and trust in a large bowl
2 ½ c. Trust	Blend well and add a pinch of gratitude
3 c. Communication	Add Understanding, Patience, Give & Take and Attitude one at a time
1 c. Patience	until bonds form
½ c. Understanding	Knead until your perception is authentic
1 c. Give & Take	Bake slowly over a lifetime at 98.6 and remember to affirm yourself
Pinch of Gratitude	for a job well done!!

WE ASK THAT YOU CREATE A RELATIONSHIP RECIPE AND SHARE IT WITH US. Email them to relaterecip@aol.com . Please share your first name and town. Someday soon, there will be a whole recipe book and yours will be included!! Feel free to create as many as you wish. There are different recipes for different relationships.

Ponder these points as you mix and blend to create your own unique recipe:

1. What ingredients will you use? Do you need all of ours...or others?
2. How will you mix the ingredients? What is the sequence? What comes first, second or third? Are some grouped together for best results?
3. What amount of each ingredient will you use? (ex. 2 t, 1T, cup, pinch or??)
4. What technique/s will you use to mix the ingredients? (ex. Stir, whip fold, blend, other)
5. At what tempo/speed will you mix the ingredients? (fast, slow, idle, combination)
6. What methods of cohesion will you use? (Ex. Bake, chill, gel, let it sit)
7. What temperature or method will you use to hold it together? (Ex. Sizzle, deep fry, slow cook)
8. How much of your time will you invest in creating this delicious recipe for relationships?

As Early Childhood professionals you are decision makers; you take an active part in determining the quality of your work and the quality of the program where you work. (Wittmer & Petersen, 2010) As you feel socially and emotionally healthy, you promote the social and emotional health of children. How you feel about yourself affects your ability to form and maintain relationships and cope with stress. (Whitten, et.al, 2005) So, it IS all about YOU as the Heart of Quality Care. YOU are the person who totally deserves to be affirmed and valued- by yourself and others.

Mollenhauer, M. (2006) *The Heart of Quality Care: A reminder to administrators about the importance of valuing the caregiver*. NHA: Children and Families, Winter 2006.

Pawl, J. & St.John, M (1998) *How you are is as important as what you do...in making a positive difference for infants, toddlers and their families*. Washington, D.C.: Zero to Three

Rockwell, I. *Wherever You Go, There THEY Are: Developing Genuine Relationships*. Unpublished manuscript, Five Wisdom Institute (<http://www.fivewisdomsinstitute.com/>)

Schulz, D. (2004) *Building Relationships: Early Childhood Teachers and the Community*. Child Care Information Exchange, September/October 2004.

Whitten, J., C. Moran, B. Bennett & C. Smith (2005) *Caring for the Children, Caring for Yourself: A Guide to Promoting Social & Emotional Health*. Lewisville, NC: Kaplan Early Learning Corporation; © 2005 The Devereux Foundation.



T.E.A.C.H. Early Childhood® Fall 2010 Bachelor Degree Scholarship Begins

T.E.A.C.H. Early Childhood® now offers a Bachelor Degree scholarship to eligible recipients. The scholarship provides a \$3,000 stipend (mini grant) to individuals who have already completed an Early Childhood Associate's Degree.

Students will still need to explore other tuition assistance programs i.e. financial aid along with the T.E.A.C.H. scholarship to fully fund their tuition and books.

Ten individuals, many who received their Associate Degree through the T.E.A.C.H. scholarship, are enrolled in various colleges/universities pursuing an Early Childhood Bachelor's Degree. We look forward to their feedback as the first cohort to use the T.E.A.C.H. Bachelor Degree scholarship.

For more information please contact Debbie Taylor at 302-764-1501 or dvtaylor.daeyc@comcast.net

Nemours BrightStart! Comes to Delaware!

continued from page 1

BrightStart! at the following event –

Read Aloud Delaware's Annual Conference

Saturday, March 12, 2011

**Caesar Rodney High School,
Camden, DE**

For more information about Nemours BrightStart!, please call (877) 873-3118 or visit www.nemours.org/brightstart.

You can also follow us on Facebook and Twitter!

Grant Opportunity! Childcare Capacity Building Program.

Delaware Institute for Excellence in Early Childhood (DIEEC) is seeking proposals for identified gaps in service areas: infants and toddlers, school-age youth, children with disabilities, non-traditional hours and mildly-ill children. Funds must be used to create, expand or enhance the quality of programs, with an emphasis on serving low-income children. Programs must be licensed through the Office of Child Care Licensing, Department of Services for Children, Youth and Their Families. Licensed early childhood programs can apply for grant funds to offset a portion of program start-up, expansion or improvement costs; including personnel, equipment, supplies, contractual services and professional development.

The proposal due dates for the grant year 2010/2011 are as follows:
February 21, 2011 and April 25, 2011.

To take advantage of this opportunity to receive funds and quality technical assistance

Call **831-3239** or visit www.dieec.udel.edu for more information TODAY!

Using Early Learning Guidelines to Support Children's Development

By Jim Lesko

Having children come to school prepared to be successful is an important aspect to early childhood services. States are committed to supporting early childhood development for young children. We know there are sets of early learning experiences that strengthen the ready learning process. Many individuals, families, groups, organizations, and agencies are focused on activities and services designed to ensure that young children have available what they need to develop to their best potential.

Early learning guidelines provide helpful guidance to those individuals/practitioners working with young children. State's guidelines are intended to provide a broader outline/framework for practitioners to use as they interact with and plan activities for young children. Effective guidelines become a springboard for children's later learning when they are aligned with what children will be expected to learn in kindergarten and beyond.

When early learning guidelines are established, the target is to identify skills and learning opportunities that prepare children to be ready for the developmental expectations of kindergarten. Time and effort is made to identify developmentally appropriate skills and accompanying activities that will support a child's later school success. Careful consideration is given to linking early guidelines with the upcoming kindergarten-level expectations and the broader K-12 standards. It is important to remember that guidelines are intended to be used as a curricular planning guide. Guidelines are intended to provide a structure and guide for planning experiences [learning opportunities] that are critical to facilitating children's development.

Much more information has become available helping the field understand

what children need to know and what they are capable of learning. Research has demonstrated that high-quality early education does have a positive impact on children's later school achievement. New research and printed information has been made available around such learning domains as language and literacy, math, approaches to learning and nutrition. It is important to recognize that the guidelines and instructional practices being implemented reflect the new knowledge we have available.

A new focus of instructional practice is intentional teaching. While in many ways intentional teaching has been around for some time, there is a renewed interest in using intentional instructional approaches in early childhood programs. First, early learning guidelines serve as a framework to be more intentional about the types of instructional learning experiences and supports that are provided to children. Second, the guidelines serve as specific instructional targets practitioners will use for planning experiences.

Activities that are carefully planned and implemented constitute intentional teaching. Intentional teaching has been demonstrated to be a powerful learning tool. While involvement in materials and with peers is essential for learning, it is the careful planning of those tasks to ensure engagement supports learning that is critical to the learning process. An important component to the planning is the concept of making sure that the classroom environment is adequately ready to support learning. Professionals need to make sure there are sufficient numbers of materials available across learning domains and the materials are in good shape and vary across time.

The question always is, so how is this translated into classroom practice? The response is that the guidelines become a focal point for planning. Learning center time becomes a series of activities pre-planned by practitioners with intentional learning targets. Block play becomes an activity that targets children's acquisition of measurement, spatial and geometric skills, as well acquiring skills in problem solving and persistence. Snack routine is a time for acquiring and mastering social/emotional skills, understanding good nutritional practices and mathematical concepts. Rather than routines being "just routine", each routine/activity becomes a vehicle for targeting children's acquisition of the critical skills they need to be ready for later school success. The guidelines are a daily guide for planning learning. They assist practitioners on a daily and weekly basis to ensure children have the experiences they need for immediate and later learning.

State guidelines are intended to be used as a curriculum framework and guide for daily, weekly and monthly planning. Their intended purpose is to provide a curricular outline for the types of learning opportunities children need before they come to kindergarten. Effective guidelines are linked to the skill expectations children need prior to kindergarten entry. Learning opportunities are intended to be sets of broad-based activities through which children are exposed to new learning concepts, thus having the "opportunity" to acquire new skills, practice those skills, and subsequently master those skills as appropriate. As development progresses, children build upon earlier skills and develop more complex skill sets. While certainly not complete, state early learning guidelines are intended to provide a solid basis upon which professionals can plan their instructional activities.

Education Enrollment in the IDA Program

Healthy Kids Library Collection Sponsored by Nemours

continued from page 5

Q: If a child sleeps for more than 30 minutes, do they need to be removed from their crib?

A: No, the regulation states that an infant must spend no more than ½ hour in confining equipment (crib, playpen, high chair, etc.) while awake.

Feel free to call with any questions you have. Staff is ready and willing to help you make nutrition and physical activity a part of your daily routine!



The *Delawareans Save!* IDA Program is a scholarship/savings opportunity for working, part-time students who may need extra help paying for school. For every dollar saved, another \$1.50 is matched! The maximum match per individual is \$3,750 for every \$1,500 saved; making a grand total of \$5,250 that can be used towards books, tuition, fees, etc. If you are a working Delawarean and are looking for extra money toward your degree or training certification, please *don't let this opportunity pass you by!* Further your career by furthering your education – begin saving now with the *Delawareans Save!* IDA Program. Check out the website at www.DelawareansSave.com or call 302.652.6774 or 800.652.4779 for more information.

The Delawareans Save! IDA Program requires a person to be working in order to join the program. This makes the program well suited for low-income individuals who are interested in pursuing their post-secondary education part-time. Hence, low-income Delawareans attending any of the eight colleges and universities in Delaware part-time are the prime target population for the Delawareans Save! IDA Program. Our target group for education participants consists of part-time students, who work and go to school. These students are not eligible for any financial aid and few scholarships. With the recent increase in the cost of student loans, the Delawareans Save! Program is a very unique and valuable program for this population.

The Delawareans Save! Individual Development Account (IDA) program is a special savings program that provides opportunities for building assets and increasing wealth. It will match your savings for specific purposes. You can use the money for Homeownership, Small Business or Post-Secondary Education/Training. Match Rate 2.5:1. There are income eligibility requirements. Guidelines are for income before taxes (Adjusted Gross Income from Tax Form 1040- not including child support, etc.)

2010 Income Eligibility Guidelines

Total Household Size	Total Household Income (Annual)
1 person	\$21,660
2 people (2 Adults)	\$29,140
2 people (1 Adult +1 Child)	\$35,463
3 people (3 Adults or 2 Adults + 1 Child)	\$36,620
3 people (1 Adult + 2 Children)	\$40,295
4 people	\$44,100
5 people	\$51,580
6 people	\$59,060
7 people	\$66,540
8 people	\$74,020

For More Information & to Get Started

Call the Delawareans Save! office nearest you!

Partner Offices:

First State Community Action Agency-

655 Bay Road, Suite 4J, Dover 19901
Kent & Sussex County
302.674.1355

NCALL Research, Inc.

363 Saulsbury Road, Dover 19904
Kent & Sussex County
302.678.9400

YWCA of Delaware

153 E. Chestnut Hill Road, Suite 102 , Newark 19713
New Castle County
302.224.4060

Nehemiah Gateway CDC

201 W. 23rd Street, Wilmington 19802
New Castle County
302.655.0803

Interfaith Housing Delaware

613 Washington Street, Wilmington 19801
New Castle County
302.652-3991

West End Neighborhood

710 N. Lincoln Street, Wilmington 19805
New Castle County
02.658.4171

Nemours BrightStart! Provides Early Literacy Screenings

continued from page 3

the classroom. Screenings are also available on Wednesdays and Thursdays for individual children and their families at the Nemours Clinic in Seaford.

For more information or to schedule a screening event at your child care center, preschool, library, or community gathering, please call (302) 377-4325 or email svanstan@nemours.org. You may also visit our website at www.nemours.org/brightstart

NAEYC Directory

Main Phone Number

800-424-2460; 9am to 5pm eastern

E-Mail

membership@naeyc.org

Mailing Address

1313 L Street, N.W., Suite 500
Washington, DC 20005

Address for Membership Renewal

PO Box 97156
Washington, DC 20090-7156

24 Hours Fax Number

202-328-2649

Other NAEYC Departments

www.naeyc.org/contact/



Non-Profit
Organization
U. S. Postage
PAID
Wilmington, DE
Permit No. 1024

Delaware Association for the Education of Young Children

700 A River Road
Wilmington, Delaware 19809
Office Telephone: 302-764-1500
Office Fax: 302-764-1503
T.E.A.C.H. Telephone: 302-764-1501
DAEYC Email:
info.daeYC@comcast.net
www.daeYC.org

If you would like to write an article or submit information for any of the
Small Wonder newsletters, please send to
info.daeYC@comcast.net or call 302-764-1500.

Deadlines:

Publication Date	Information/Articles Due
Winter 2011	January 21, 2011
Spring 2011	March 25, 2011
Summer 2011	May 27, 2011
Fall 2011	September 2, 2011

Small
Wonders