

# NAEYC ACCREDITATION

How to meet the standards within your Center's practices

## WHERE MAINE IS WITH QUALITY IN CHILDCARE TODAY

The DHHS Child Care Regulations, in the State of Maine, are written to secure safe and healthy environments for young children.

Many other states have stronger and more robust regulations than the Child Care Licensing Regulations in Maine. Often their regulations are reflective of the NAEYC standards.

Over the years, our State regulations have been diminished to focus solely on health and safety for young children. This means that staffing: qualifications, training, professional development; programming: environmental design, curriculum, and materials; and partnerships: family outreach, support for children with outside agencies, and community liaisons are missing.

In order to bring the highest quality care to children, we need to look further than the State of Maine regulations to articulate standards of care.

## NAEYC Early Learning Program Accreditation Standards and Assessment Items

**Approved by the NAEYC Council on the  
Accreditation of Early Learning Programs**



## WHAT IS ACCREDITATION?

- The NAEYC Standards are developed through research on child development and methods of caring for young children. These are considered to be the strongest guide to defining quality care for young children in our country.
- These standards of care are divided into 10 categories laying the foundation for safe and healthy environments as well as nurturing and developmentally appropriate care.

# HOW TO REGARD THE STANDARDS AS A BENEFIT TO YOUR CENTER



NAEYC Accreditation of Early Learning Programs  
[NAEYC.org/academy](http://NAEYC.org/academy)

## Streamlined: NAEYC 10 Early Learning Program Standards

1. Relationships
2. Curriculum
3. Teaching
4. Assessment of Child Progress
5. Health
6. Staff Competencies, Preparation, and Support
7. Families
8. Community Relationships
9. Physical Environment
10. Leadership and Management

- Standards are not regulations that are met only one way, they are dynamic articulations of quality that staff can find reflected in their work with children.
- The Standards guide childcare providers to consider their work in a different light rather than telling them what to do. They illustrate specificity of quality.
- By examining what providers already do in each of the 10 categories, they refine their practices and examine how they address these Standards as well as where they might deepen their work.
- Because accreditation is a fluid and on-going process it invites team discussion, reflection, and deepens the meaning of the work we do on a daily basis.

HOW DOES  
ACCREDITATION  
SUPPORT YOUR  
CENTER?

**Quality of care:** The focus on interactions with children, curriculum, materials, environmental design, and the developmental domains creates a context for quality care.

**Beyond licensing:** In addition to the regulations for health and safety, accreditation asks you to dig deeply into your work with families, programming, administration, and community building.

**Articulated Practice:** This process brings us to examine routine care delivery and relationship building with young children in order to sculpt rich experiences during their days with us.

# HOW DOES ACCREDITATION SUPPORT YOUR STAFF?

**Articulated practice:**  
Pedagogy is the method and practice of teaching that is grounded in theory and foundational in our work with children. Accreditation illuminates the way a Center cares for children and invites staff to form articulated thoughts about their practices.

**Building a professional environment:** Team meetings and staff meetings change the focus from solely on the day to day care of children to a context that includes where the child, the group, and caregivers share a path.

**Professional Development:** When professional development is tailored for staff skill and practice, recognizes the needs of the population served, and offers support and solutions the quality of care is impacted.

**Retention:** Staff in an organization with a clear practice, a committed and energized team, a professional focus, and meaningful interactions with children delve deeply into their work.

## HOW DOES ACCREDITATION SUPPORT FAMILIES?

Accreditation standards address the parents' role in the Center in terms of access to information, participation in the Center's mission, and ability to contribute to their child's life at the Center.

Accreditation standards identify partnerships with families seen in child-conferences, access to materials in their spoken language, and collaboration with teachers about the care of their child.

The standards ensure that there are clearly articulated steps to record each child's development on a regular basis through, teacher conference reports, screenings, possible assessments and referrals as needed.

The Center is transparent about where resources lie within the extended community that support families in need, offer diagnostic testing, and identify events for family activities.

HOW DOES  
ACCREDITATION  
SUPPORT CHILDREN?

They thrive when....

staff are  
consistent in their  
lives, trained to  
work in their care,  
and professional  
in their focus.

families are  
welcomed to  
participate in their  
lives at the Center  
and supported  
during these early  
years.

care practices are  
considered and  
intentional  
because of team  
discussions and  
staff training.

environments and  
materials are  
designed to  
support their  
diverse and  
individual learning.



# WHAT DO YOU NEED TO DO TO BECOME ACCREDITED?

## Consider

- Consider your current work with children, staff, and families.

## Identify

- Identify your goals, strengths, and challenges as you think about policies, procedures, and materials that support your program.

## Discover

- Discover how you can extend what you currently have on file that meets State licensing regulations.

## Gather

- Gather what you have on hand that showcases your center: website, handbooks, brochures, policies, procedures, and records

## Review

- Review the 10 standards to see what you are already doing that fits and what you might develop in order to meet some standards more fully.

## Highlight

- Highlight standards that invite you to think more deeply about your center.

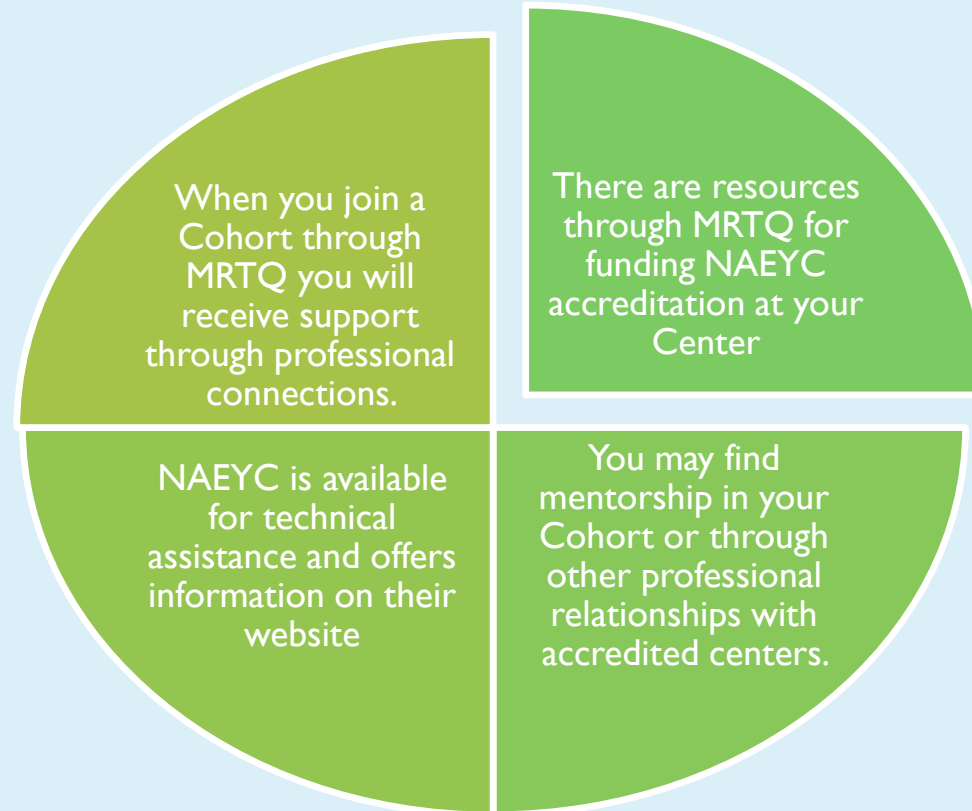
## Reach out

- Reach out for support and ideas on how to complete this work.

## Document

- Document your work in power point or hard copy for your final portfolios.

# HOW TO NAVIGATE THE ACCREDITATION PROCESS



# A FEW EXAMPLES FROM A CENTER'S PORTFOLIO

Meeting the standards based on our  
current practices

# EXAMPLES FROM A NAEYC PROGRAM PORTFOLIO

Administrative practices that  
support a Center's strong  
operation

Bowdoin College Children's Center

Preschool Conference Form

Child: ██████████ Date of Birth: June 17, 2013 Group: Preschool

Teachers: Kelly Averill, Crary Chandler, & Kaylee Trefethen Date: January 2018

1. Social and Emotional Development:

*The second year of preschool is a period of strong growth and building on the previous year. There is a short period of adjustment as the room shifts slightly to welcome younger children and allows the older group to step into the leadership role. Spending two years in a program with the same educators allows children to deepen their attachment with a primary caregiver and begin to expand their flexibility with receiving care from others. The safety of knowing that comes in the second year allows for deeper meaningful play. Through their play with peers (collaborative, fluid, and at times conflicted) and attachment to educators, children work on developing their skills in empathy, compassion, attachment, negotiation, compromise, and emotional regulation. Preschoolers use these skills daily to build a foundation from which they navigate social relationships. In the preschool program, the educators offer many opportunities for free play to foster this development. Children interact in pairs, small and large groups, and individually in their play while still focusing on the educators as the one to keep them safe and cared for. This play helps build a strong set of social skills and readies them for the direct instruction they will receive as they enter their grade school years.*

██████████ continues to have a positive relationship with all of his caregivers in the preschool room. During meal times, ██████████ will often put his hand on Kaylee's leg or briefly rest his head on her knee to snuggle. If ██████████ is sad, he will say that he misses Mom, Dad, or Tucker. After a hug, he will find his family picture which he likes to hold and look at from time to time. ██████████ also has opportunities to visit Tucker in his play yard from time to time which is always a delight for both of them and offers them a mid-day connection to home and family.

██████████ seems to find a lot of joy when playing with his peers. He can be silly, thoughtful, and kind. There are also times when ██████████ shows turns of aggression. During these moments, ██████████ does best when an adult comes close and gently offers help. He usually will share that he is just feeling sad about something. We invite Cooper to be with us during these moments which helps him refocus.

When ██████████ feels misunderstood, he can be unyielding. Taking the extra time to connect with ██████████ and show him we understand him helps him to follow the routine more comfortably. At times, ██████████ will refuse to come to circle time. To provide support around this, we meet ██████████ before circle starts and offer him a choice. For example, when he chooses not to come to circle, he has another area that

Bowdoin College Children's Center  
Conferences for Young Toddler

Child: ██████████ Date of Birth: 3/8/16 Date: November 2017

Teachers: Katie Wright, Beth Sommers, Sheryl Cadman and Allison McCadden

These reports are focused on three major areas of child development: attachment, transitions and play. Included is a brief description of the paradigm and philosophy we use for our observations and practice. In italics, there are specific observations about your child's experience within these areas.

**Attachment:**

**Young children are open to making attachments with adults. However, it does take time for relationships to be established and for the children to know who is taking care of them in each new setting. To build our attachment with the children, we spend focused time together in bodily care - diapering, feeding, dressing and napping - to fill the child emotionally and socially, enabling them to venture forth in exploration during floor time. During the play periods, a child may need additional time for closeness to a caregiver.**

Peer interaction can be exciting to see at this age. However, it is the relationship of the child to the caregiver that provides a secure base (attachment) while the child is separated from his or her parents and in our care. Peers bring toddlers joy but they are also a source of frustration in a group setting. Adults safeguard the child's emotions and their physical wellbeing. By observing closely and responding to their needs and emotions, we begin to develop trusting, secure relationships with the children. The more a child feels taken care of, the more free they feel to become their own person.

*██████████ has been with Beth since the infant room. The attachment has been growing for the past year. ██████████ comes into the room with Mom and looks for Beth. If Beth is in the classroom, he will come over and get a good morning hug. Mom will then help him wash his hands and get ready for outside time. ██████████ sometimes looks at Beth and says "Be", asking her to come over and take him out. Beth will tell him she will see him soon. If Beth is outside in the morning he comes out with Mom and finds her. Beth bends down to say hi. ██████████ will give a smile and touch her leg, and say "Be". When Mom is ready to leave, she asks for a kiss, and says she will see him soon. He looks at Beth. Mom says Beth will stay with you. Curtis touches Beth's leg. Beth says "I am here." ██████████ goes off and explores the outdoor space. The drops off are short, simple, and very sweet. ██████████ feels safe and ready to explore his environment.*

*██████████ has transitioned nicely into the Young Toddler classroom, because of the continuity of care with Beth. ██████████ knows what to expect with transitions. A few things have changed in the new classroom. ██████████ now eats sitting at a table with two other peers. He is able to do this*

4E.5 PROVIDE TWO EXAMPLES OF THE WRITTEN CHILD ASSESSMENT REPORTS THAT ARE SHARED WITH FAMILIES (COMPLETED WITHIN THE PAST YEAR; IDENTIFYING INFORMATION OBSCURED).

4A.2 SHOW THAT IN  
YOUR WRITTEN CHILD  
ASSESSMENT PLAN,  
ONE STATED PURPOSE  
OF THE ASSESSMENTS IS  
TO INFORM PLANNING  
FOR OVERALL  
PROGRAM  
IMPROVEMENTS.

- **Observations and Note-keeping:**
- Initially we use a Parent Questionnaire at the beginning of each enrollment year. Parents' responses to this questionnaire are reviewed at the Home Visit in an intimate setting so that parents feel comfortable providing educators with important and pertinent information in this initial conversation. The questions in the Parent Questionnaire focus on family care practices, information about health history and routines, as well as prior care experiences, family culture, primary language use, and parents' goals for their young children.
- In our day-to-day work with children in the room we observe children's play, investigations, and interactions with others. These notes are taken in a systematic way as children engage in curriculum and relational activities throughout the year. These observations are used to inform our curriculum development, skill support, and individual accommodations. Educators also use the anecdotal observations as the basis for the semi-annual conference reports.
- **Documentation as Evidence of Learning**
- We collect a variety of documentation materials that show evidence of children's learning. These materials include photos, children's artistic representations, and sometimes transcriptions of key conversations. Often the focus is on the collaboration between children that gives us insight as we design relevant curriculum. Documentation is both a collection of representations as well as the careful analysis by educators of those expressions in order to figure out children's questions, strengths, and challenges. This documentation is regularly collected and analyzed before being presented in a binder to children for their reflection and insights. Educators also create displays on bulletin boards for families to review.

5A.17 SHOW THAT  
YOUR DIAPERING  
POLICY INSTRUCTS  
STAFF TO CHECK FOR  
AND CHANGE WET OR  
SOILED DIAPERS OR  
TRAINING PANTS  
WHEN A CHILD WAKES  
UP FROM A NAP.

### **Diapering**

*Diapering of young children happens throughout the day and is one of the most important times for educators to deepen their relationship with children. We make time to talk to the children, build routines that allow them to anticipate what will happen next, and take time to enjoy these moments. Our goal is to have the primary educators diaper their children in order to engage in secure relationships.*

*Educators check diapers frequently during the day and change each child at two-hour intervals as well as when they wake from nap. Diapers are changed in a sanitary manner. The child is changed on a changing table and encouraged to participate in the activity: holding the clean diaper or clean wipe, helping take off pants, naming body parts and/or happily chatting). Parents are asked to provide diapers and wipes and store them in the child's diaper cubby.*

*Families who wish to have cloth diapers will have a note from their pediatrician in accordance with Maine Licensing Regulations.*



5A.18 FOR CHILDREN IN DIAPERS,  
SHOW THAT EACH DIAPER  
CHANGING TABLE IS USED  
EXCLUSIVELY BY ONE DESIGNATED  
CLASS OF CHILDREN.

Each of our four classrooms have a designated diaper changing area. Only children in that group use that area and staff never bring a child to another room for any toileting or diaper changing activities. If a child is visiting another room and needs to use the bathroom or have a diaper change, they return to their designated classroom and teachers.



6A.6 SHOW OR DESCRIBE TWO OR MORE EXAMPLES OF STAFF-RELATED POLICIES, PRACTICES, OR PROJECTS THAT HAVE PROMOTED A COLLABORATIVE, INCLUSIVE ORGANIZATIONAL CLIMATE.

- Continuity of Care practices promote a strong climate of collaboration. Initially implementing this approach required a committee of teachers working in collaboration with administration to find the best way to bring COC to the center. In the years to follow, teachers have needed to be willing to work with any age group, in any room and with a variety of other teachers. Moving through the ages and the rooms with your team promotes teamwork, collaboration and an inclusive climate by requiring one to build on skills, continue to learn new strategies and share space with others.
- As a part of our ongoing professional development plan, the whole staff team have been deeply studying material from the Neufeld Institute. This work started all together, as a whole team and has also included small groups of teachers studying specific material. As this has progressed over the years the whole staff now has a professional language they are using to talk about their work and mentor relationships have formed across teaching teams to support the ongoing learning of each staff member, new and old.

Bowdoin College Children's Center  
Professional Development Plan  
2017-18 School Year

Thursday April 12	2	Play & Learning: Assessment of Children's Play, Meeting Standards and Documentation (Alison Gopnick Material & Conference Reports/Portfolios)
Tuesday May 15	2	Play & Learning: Communicating a child's learning to parents (Alison Gopnick Material & Conference Reports/Portfolios)
Thursday June 7	2	<ul style="list-style-type: none"> <li>• Reflective Practice on the Year</li> <li>• Continuity of Care Practices</li> <li>• Parent Communication/conference Preparation</li> </ul>

Total: 40 hrs.



Bowdoin College Children's Center  
Professional Development Plan  
2017-18 School Year

Date:	Hours of Training:	Topics:
Mon-Fri August 21-25, 2017	16	Whole Staff: <ul style="list-style-type: none"> <li>• Mental Health Consultation</li> <li>• COC</li> <li>• Code of Ethical Conduct</li> <li>• BBP</li> <li>• Reflective Practice</li> </ul> Team Training: <ul style="list-style-type: none"> <li>• Ages/Stages</li> <li>• Curriculum</li> <li>• Implementation</li> <li>• Assessment Practices</li> </ul>
Monday October 9, 2017	6	<ul style="list-style-type: none"> <li>• Working with Diversity Issues: Understanding Parent Partnerships</li> <li>• STEM in EC Settings</li> </ul>
Thursday November 14, 2017	1	<ul style="list-style-type: none"> <li>• Thanksgiving Dinner</li> <li>• Managing Primary Relationships: Communication with Parents</li> </ul>
Tuesday December 19, 2017	1	<ul style="list-style-type: none"> <li>• Holiday Party</li> <li>• Team Building &amp; Communication</li> </ul>
Thursday January 18, 2018	2	Play & Learning: Brain Development/structure and how Children Learn through Play (Alison Gopnick Material)
Tuesday February 13, 2018	2	Play & Learning: How to observe learning and brain development through play (Alison Gopnick Material)
Friday March 9, 2018	6	Team Training: Environmental Design and Curriculum Implementation Whole Staff: Play & Learning – How to observe learning and brain development through play



6D.10 SHOW THAT YOUR PROGRAM-WIDE PROFESSIONAL DEVELOPMENT DESCRIBES HOW TEACHING STAFF HAVE ACCESS TO TRAINING RELEVANT TO THE CIRCUMSTANCES OF CHILDREN THEY TEACH (E.G., CHILDREN FROM MILITARY FAMILIES OR MIGRANT FAMILIES; DUAL LANGUAGE LEARNERS; CHILDREN WHO ARE HOMELESS, REQUIRE SPECIAL EDUCATION, HAVE EXPERIENCED TRAUMA; CHILDREN FROM RURAL ENVIRONMENTS OR FROM URBAN ENVIRONMENTS, ETC.)

8B.1 SHOW TWO EXAMPLES OF HOW STAFF USED THEIR KNOWLEDGE OF THE COMMUNITY TO DEVELOP CURRICULUM AND CREATE LEARNING EXPERIENCES FOR THE CHILDREN.

In the young toddler classroom, the classroom community included 3 children who were learning a second language at home. The teaching team reached out to those families and asked for songs and poems that could be incorporated into their daily routines and circle times. Teachers took time to learn these songs, from the parents and then implemented them in the room to create learning experiences and build community.

In our preschool classroom, there is a strong gardening curriculum where children work on the gardening process from April through November. Teachers have knowledge of a strong gardening community at Bowdoin College and in the Brunswick Community. Teachers used this knowledge to enhance the gardening curriculum with visits to the Bowdoin Organic Gardens, the Brunswick Farmer's Market and invited the Bowdoin Organic Garden Club to visit and help the children with their gardens.



8B.4 SHOW ONE EXAMPLE  
IN THE PAST YEAR WHEN  
ARTISTS OR PERFORMERS  
WERE INVITED BY THE  
PROGRAM TO SHARE THEIR  
INTERESTS AND TALENTS  
WITH THE CHILDREN.

Mellow Music Program: Student volunteers come to the center on a weekly basis to play their instruments. We have had harp, ukulele, violin and banjo players. They play in the background as children play and have their normal daily activities. Children can engage with the musician and the instrument as they feel interested and comfortable.



# EXAMPLES FROM A NAEYC CLASSROOM PORTFOLIO

Classroom practices that support  
a strong program for children

NAEYC CRITERIA 2.F.12  
SHOW EXAMPLES OF TOYS AND OTHER MATERIALS OF DIFFERENT SHAPES,  
SIZES, COLORS, AND VISUAL PATTERNS  
(TWO EXAMPLES OF EACH).

Shapes



Color



Sizes



Visual Pattern



NAEYC CRITERIA: 2.G.5  
SHOW SIX TOYS OR CLASSROOM MATERIALS THAT PROVIDE INTERESTING  
SENSORY EXPERIENCES IN SIGHT, SOUND, AND TOUCH (TWO OF EACH).



Each of these images depicts a sight, sound, touch exploration.



## NAEYC CRITERIA 2.A.3

SHOW OR DESCRIBE ONE EXAMPLE OF HOW YOU HAVE CHANGED CLASSROOM MATERIALS OR EQUIPMENT TO ACCOMMODATE THE INDIVIDUAL NEEDS OF A CHILD IN THE CLASS.

Flexible and fluid curriculum, environmental design, and care styles is our focus for each age group and child. We offer children open-ended materials that have multiple uses rather than single use or directed materials.



Sand, snow, water, mud, sticks, rocks, stumps, branches, and leaves are all available outside for child engagement. The play yard is designed for all abilities as the ground is sculpted and groomed for crawlers and walkers alike.

The shift inside offers children opportunities for climbing, standing, building, and finding cozy spots for play. Again, these materials are open-ended and encourage the individual child's interest and direction. We have materials that are easily designed to meet a child's skill as you can see here.





NAEYC CRITERIA 3.D.5  
SHOW TWO LESSON PLANS THAT PROVIDE CHILDREN WITH  
OPPORTUNITIES TO ENGAGE IN GROUP PROJECTS.

Example 1:  
Allow children to “act out” the transitions, routines and rhythms during their play to offer them opportunities to relive those moments.



Example 2:  
Include children in “chores” to build the deep connections between adults and children as they imitate a model, they appreciate the time spent with their secure base and others.



Example 1: Each child has a daily note to their parent describing their day and the activities that they enjoyed. They find their note with their name on it at the end of the day and their parent reads them the story of “their day” as they leave the Center, over dinner, or retells it at bedtime.

NAEYC CRITERIA 2.E.15  
SHOW OR DESCRIBE TWO EXAMPLES OF  
WAYS YOU HELP CHILDREN CONNECT  
PRINT TO SPOKEN WORD.

Example 2: Children have access to books throughout the day. They are able to look through books that are familiar stories to connect the print with the spoken words.



**NAEYC CRITERIA 2.E.23  
SHOW ONE EXAMPLE OF A  
LESSON PLAN ABOUT HOW  
WRITING IS USED IN DAILY  
LIFE.**

The children bake and prepare snacks in preschool daily.

The recipes are in the notebook for the teacher's reference.

Here is an example of children cooking with the recipes at hand for the teacher to read over. This is one way children learn the importance of writing in daily life.



NAEYC CRITERIA 2.F.13  
SHOW OR DESCRIBE TWO  
EXAMPLES OF EXPERIENCES  
OR MATERIALS YOU PROVIDE  
THAT HELP CHILDREN LEARN  
ABOUT NUMBER CONCEPTS.



Example 1. Children also find opportunities for numeracy as they have many items to work with and can see that the sum of the group is greater than its parts.



Example 2. In the daily routine, children are finding numeracy as they sort vegetables, set the tables, wash the chairs, and see how many children are at the table.

NAEYC CRITERIA 2.G.10  
SHOW TWO LESSON PLANS IN WHICH YOU ENCOURAGE CHILDREN TO ASK  
QUESTIONS OR MAKE PREDICTIONS ABOUT NATURAL AND PHYSICAL  
PHENOMENA.



Example 1: A child who has dug a river bed, begins to collect water to run down the trench. An early question is about a prediction “what will happen?” Will it run down the dug trench or veer away.



As the water begins to trickle down the trench, a child wonders if it will run the full length of the river bed or not.



The group of children watch to see the outcome of their hypothesis: a long trench will conduct a stream of water.



Example 2:  
Standing on the edge of a board and balancing so that it doesn't tip begs the question, “how far can I go before the board tips?”



Rather than step out further a jump is taken from the middle of the board, sending him into the air and offering him the feedback that he can move far with this leap.



Additional answers are offered by this investigation as the back of the board leaves the threshold and moves with the child. In this example, his questions were fluid and answered as he moved through the experience.

# NAEYC CRITERIA 2.H.1 SHOW TWO LESSON PLANS IN WHICH YOU USE TECHNOLOGY TO ENRICH YOUR CURRICULUM.

## Hammer and nails for building



Technology at this nature-oriented, play-based program, includes tools like: stones, trowels, rakes, buckets, hammers, and nails. We see that children's creativity, problem solving skills and interest in engaging with the natural world suggests deep engagement because of our choices.

In these lesson plans, it is clear that children are exploring materials and using the technology that compliments their investigations.

NAEYC CRITERIA 3.D.8  
SHOW TWO EXAMPLES OF LESSON PLANS IN WHICH PRESCHOOL  
CHILDREN EXPERIENCE CHANGE IN MATERIALS OR EVENTS ACROSS  
A PERIOD OF MONTHS.



Example 1: The plants that are brought in as seedlings begin to grow over the early weeks and into the summer months. We have beans, carrots, and an abundance of kale.



Example 2:

Children help create compost by gathering their leftovers in the metal container, and delivering it to the compost outside. After a full season of turning and adding sawdust, the compost is ready to be used in the gardens. These images capture a brief couple of moments of this process.

### NAEYC CRITERIA 4.B.3

IF CHILD PORTFOLIOS ARE USED AS AN ASSESSMENT METHOD, SHOW OR EXPLAIN HOW YOU MAKE IT MEANINGFUL AND RELEVANT FOR CHILDREN WITH SPECIAL NEEDS.

Billy enjoyed joining his friend Hank and many others in pushing “luggage trucks” all over the classroom. The children turned chairs on their sides and loaded them up with blocks to bring to different locations around the classroom.



This category for assessment is social. In this assessment we see an interest to work with another child and deepen a learning experience. This in turn inspired a curriculum that offered a broader availability of the blocks, more space to move the trucks, and a time for two children to be in the space together when others were not in the room.



ACCREDITATION  
BUILDS THE CHILDCARE  
FIELD...ACROSS OUR  
STATE... FOR OUR  
CHILDREN

**Time:** Investing time in this project offers focus on your Center's work as a time and shared perspectives on the strengths and challenges that you face together.

**Collaboration:** Working as a team on the portfolio content means that conversations about practices are articulated and identified.

**Documentation:** By collecting samples of the work you do in order to demonstrate how you address the standards you develop a multifaceted approach to understanding your programs.

**Inspirational:** Today is inspiring everyone to do more... to deepen their professional practices, see themselves in the context of enriching childcare in Maine; and pursuing higher standards for children's lives when they are in care.

**Challenging:** Meet the challenge and take the next step to acting on what is best professionally so everyone in the field can bring care standards to a new place together.