

milestones

SUMMER 2012

A Publication of the North Carolina Association
for the Education of Young Children



Promoting and inspiring excellence in
early care and education for over 50 years

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We welcome comments and suggestions. Contact us at generalinfo@ncaeyc.org or call 800.982-4406.

Through *Milestones*, NCAeYC provides a forum for discussion of issues and ideas in our field. We hope to provoke thought and promote professional growth. *Milestones* articles represent the views of the authors and do not necessarily reflect the positions of NCAeYC.

Cover Photo by Katie McAnally
Read more on page 6.



LORIE BARNES

“Development” is the theme of this issue of *Milestones*. We asked each of our authors to consider this theme in a variety of contexts. Their articles provide a range of perspectives including the development of children, the development of professionals, and the development of programs. We hope these articles help promote and inspire excellence in all you do with or on behalf of young children birth through age eight!

As I reflected on this theme, I recalled one of the most influential professional development experiences of my career, attending NAEYC’s “Leading Edge” in 1997. NAEYC developed this training as part of the launch of the Revised Edition of *Developmentally Appropriate Practices (DAP)* (Bredekamp & Copple, 1997). This unique

training incorporated face-to-face and live telecast components. Groups of professionals, gathered all across the nation, were simultaneously engaged in activities led by on-site facilitators. At appointed times, we would tune into a live broadcast featuring presentations from leading experts complemented by pre-recorded video segments... rather high tech for fifteen years ago!

The “Leading Edge” resources developed specifically for this training utilized “mental models” which provided easy to recall visual representation of key concepts of the revised DAP book. While both the content and delivery format were brilliant, I think one of the main reasons this was such a powerful experience for me was that it came at the most opportune time in my own professional development. I was a year out of graduate school, transitioning from working directly with young children and families into adult education. It was exactly the perfect time for me to relate to one of the most important premises of DAP’s Revised Edition, the concept of “intentional decision-making”. I learned that being intentional meant applying principles of developmentally appropriate practice *and* being able to explain those guiding principles to others. I had been striving for over ten years to be an effective teacher of young children. Now as a teacher of adults, I needed more than ever to be able to explain why we do what we do. The Revised DAP and Leading Edge concepts and tools did exactly that! I received precisely what I needed at the precise time I needed it. Now that is developmentally appropriate practice!

With such strong emphasis on “development” within the principles of DAP, one particularly important mental model from the Leading Edge framed three key inter-related concepts that guide our decision-making:

1. Development is universal.

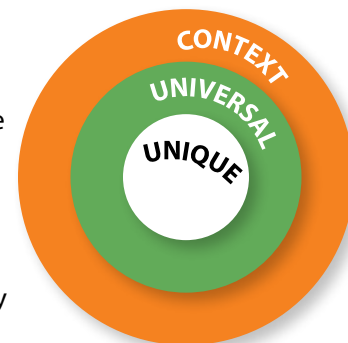
There are predictable, sequential patterns of development that help inform our decisions about how to best support children where they are and prepare for where they will be next.

2. Development is unique.

Every child goes through these predictable, sequential patterns of development at their own pace and they each possess unique temperament, personalities and learning styles that influence their development.

3. Development occurs in context.

The interplay between nature and nurture influences development. Children’s development is impacted by the world around them AND it impacts the world around them. Cultural contexts are woven into every element of our work.



continued on page 21 »

LETTER FROM THE PRESIDENT



EVA PHILLIPS

The theme of this edition of *Milestones* is *development*, which is defined by the Merriam Webster Dictionary, as the act, process or result of developing. According to Merriam Webster, to develop has numerous meanings including promoting the growth of; to make visible; to work out the possibilities of; to create or produce especially by deliberate effort over time; to cause to unfold gradually; to go through a process of natural growth; to come into being gradually. The images that come to mind include a bud developing into a flower; an infant growing into a toddler; a thought developing into a thesis. Synonyms for development include words such as elaboration, evolution, expansion, growth, progress and progression. As I ponder what all of this means to us, it occurs to me that as early childhood educators we influence the growth, the evolution, the progression, the development of many things. First and foremost, we develop ourselves; personally, physically, emotionally, and professionally. We develop plans for our work. We develop resources, such as this journal. We develop appropriate programs for young children. We help to develop children.

We know that as adults we must focus on our own development before we can successfully and effectively support the development of others. So, taking care of ourselves physically and emotionally is the first step. I remember reading a short story about a spider who, after giving of herself and sharing her silken thread with so many of the other animals in the forest, didn't have any thread left to make her own web and to catch her own food. Because of this, she was left hungry, tired, and without enough energy or supplies to take care of her own needs. She learned that to be able to take care of others well she had to take care of herself first. Just like this spider, we as educators, often put others' needs ahead of our own and eventually find out that we don't have enough energy to do the things we need to do. Burnout is high in our field, so we must work hard to keep a healthy balance to be able to support our own growth and development as a person.



We must also keep developing professionally. Being an active member of NCAeYC, reading this journal and other professional readings, attending conferences and other various professional development opportunities keeps us growing and expanding our early care, education and leadership knowledge base. As we continue to progress in our own abilities, we in turn, can effectively support the growth and development of the children and families we work with. As we support our colleagues by sharing our knowledge with others we participate in another important aspect of professional growth.

Developing programs and resources for working with children is something we all do on a daily basis. As we plan for the experiences of the children in our care, we think about ways to support their growth and development in all domains including health and physical, emotional and social, language, and cognitive approaches to learning. Through these intentionally planned experiences for children, we are supporting their natural growth and development and making their development visible as they come into being before our eyes.



And what does this development look like? How do we support it? How do we facilitate it? How do we sustain it? These big questions are the foundation of children's growth and development that we must make visible as early childhood educators. As Calvin Coolidge said, "All growth depends on activity. There is no development physically or intellectually without effort, and effort means work." Friends, we have much to do, as we work toward strengthening our own skills and knowledge in order to provide developmentally appropriate opportunities and experiences for all the children in our care. We can't be afraid of stepping out of our comfort zones to grow. It will take lots of activity and effort, but if we do it together, we can accomplish so, so much.

Be not afraid of growing slowly; be afraid only of standing still.

—Chinese Proverb

NCAeYC has decided to spotlight our members in each Milestones magazine! This issue we have interviews with a brand-new member as well as a long-time member. We hope you enjoy getting to know more about your fellow Early Childhood Professionals. If you would like to be interviewed or if you know someone who should be interviewed, please let us know!

Meet brand-new NCAeYC member, Larika Caldwell. Here is what we learned about Larika:

We would like to introduce Larika Caldwell. Larika is a teacher of 3-year olds at The Sunshine House in Winston-Salem. Everyday Larika realizes that she is important and is making a difference in the lives of the children she teaches. Highlights of her working week are watching the children she teaches grow and develop.

Just as Larika knows her students are growing and developing; she is also growing and developing as an early childhood professional. A professor in her program at Winston-Salem State University spoke to Birth-Kindergarten student teachers about starting a student organization of NCAeYC on the campus. Her professor inspired Larika to become a member of NAEYC and to participate in her student affiliate as well as her local affiliate group. Larika credits her involvement in this professional organization for her growth and deeper understanding of developmentally appropriate practice. Through her continued professional growth she has been able to successfully continue the growth and development of her classroom and the children she teaches.

Larika has a future goal of opening up her very own child development center. She states "I know that being an active member of NCAeYC will help to ensure that my child development center will be the best. I will be able to use the resources of my membership to benefit my center and support NAEYC best practice for high quality care of the children I serve."



Meet an amazing lady who has inspired our own involvement in NCAeYC—Ronda Hawkins, Early Childhood Program Coordinator at Sandhills Community College and a member of NAEYC since 1994.

Ronda is an early childhood professor and program coordinator at Sandhills Community College (SCC) in Pinehurst. She loves it when she has the opportunity to advise new students who are enrolling in the early childhood associate degree program. She tries to calm their fears and build on their excitement. She also enjoys interacting with students who are enrolled in Practicum and working in a classroom for the first time. She has been at the college for ten years and has never had a student that did not enjoy Practicum; at least the interacting with the children part.

Ronda joined NAEYC in 1994 when she moved to North Carolina and became a director of a child care center serving primarily low-income families. Under her leadership, the center became the first and only child care center in Moore County to become NAEYC accredited. While the center no longer exists the space is currently being used for a school-age program.

Her NAEYC membership lapsed when she became a stay-at-home mom. But her story of re-joining is a great one! Shortly after she started work at SCC, she attended an *Ag in the Classroom* summer training in Raleigh. One afternoon, they went on a field trip to the Farm Bureau and Farmer's Market. During the bus ride she sat with Emily Cook who was serving on the NCAeYC board. She encouraged Ronda to run for one of the open positions on the state board. Of course, she had to renew her membership before she sent in her paperwork. As it turned out, Ronda was elected and went on to serve several years as an area representative and several more years as the Vice President of Advocacy. Ronda feels that without a doubt, it was the best professional development she ever experienced. Because of her personal experience, neither she nor I will ever underestimate the power of simply asking someone to serve.



Before Ronda was on the NCAeYC board, there was not an active affiliate in the Sandhills area. That would soon change. Ronda persuaded her friend, Peggy Johnson, into running for the board. After they both finished their terms on the NCAeYC board, they decided to start a local affiliate. That was five years ago and Ronda has just completed her term as Past-President. Ronda strongly believes that our effectiveness as NCAeYC members is directly linked to our involvement in our local affiliates. In addition to the state and local affiliate groups influencing her career, NAEYC has also had a tremendous impact. Just as she had provided leadership to the child care center to become NAEYC accredited, she worked with SCC to become one of the first five associate degree programs in the U.S. to become NAEYC accredited. Sandhills Community College submitted their second self-study report this past March and will be hosting a site visit this coming October. Ronda also feels that becoming a NAEYC peer reviewer is a tremendous professional development experience which she highly recommends!

In addition to professional development, Ronda believes she is a better child advocate because of her membership with NAEYC. She is also very proud of our Code of Ethical Conduct and grateful for the support it provides our profession.

Ronda says "My entire professional career is dedicated to the NCAeYC vision that 'one day all of North Carolina's children will be valued and offered high quality early childhood experiences.' I believe that local affiliates working together with NCAeYC provides the strong framework we need to achieve our vision. I also believe that speaking in one voice will be our key to success."

We believe that Ronda is an amazing role model for all NAEYC—someone who truly embodies the vision and work of our local, state, and national organizations! Thank You Ronda!

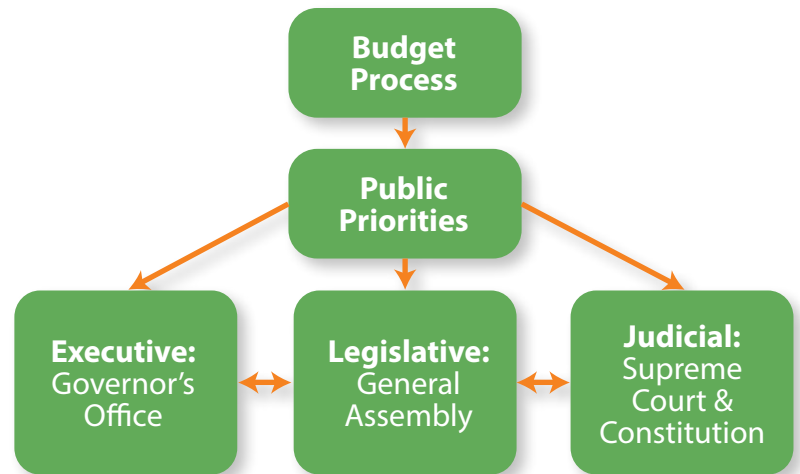
Growth and Development of the NC State Budget: How a biennial budget was passed in 2011 and reviewed/amended in 2012

You have heard a lot about the NC State budget over the last several months. Strong differences of opinion and varying priorities are often at the center of political debates about our state's budget. However, many of us are not clear on the process that takes a budget from a Governor's proposal to a state budget. Let's take a look at how the NC State budget grows, develops, and is implemented and where YOU have a chance to change the flow of funds for children in your community.

The NC State Budget process is driven and guided by Public Priorities. Debate and discussion between the branches of government within the Constitution's framework lead to all budget decisions. It looks like this:

The budget seems like an expenditure process at first but it is actually made up of different parts including expenditure and tax policies. The budget process includes:

- **Operating Budgets:** These keep North Carolina programs, like child health or clean environment programs, open and running throughout the year.
- **Capital Budgets:** This is for long term capital investments such as maintaining state buildings and historic sites.
- **Debt Management Practices:** This is a part of any state budget as improvements and maintenance of state projects can increase state debt.
- **Tax Expenditure Budgets and Forecasting:** This helps to project what the state will need to meet the needs of the public and what the state expects to bring in as revenue.
- **Inflation Adjustments:** These are adjustments made to the budget as inflation changes.



Each year the Governor of North Carolina recommends and releases a budget. The General Assembly then reviews the budget in legislative hearings. In these hearings state budget office staff can answer questions about the budget. Each house of the General Assembly can then choose to revise the governor's budget or build a budget of their own. This budget is then sent to the other house of the General Assembly for review. Again, this house can revise the budget or choose to write their own. When each house has passed a version of the budget, members of both the Senate and the House are appointed to go into joint committee and create a compromise budget.

This year the Governor released a budget in April. The House of Representatives was the first house of the General Assembly to take up the budget process and chose to write a House version of the budget. For those of us in Early Childhood Education (ECE) this version did not cut any additional dollars from state ECE programs and expanded some. The House budget was voted on by members of the House of Representatives and given to the Senate to review. The Senate wrote a drastically different version. The Senate's budget made dangerous cuts to ECE programs that could hurt our early childhood investments. It also passed. This year, the House and the Senate created a joint resolution that was sent to the governor for approval. The Governor vetoed it, but the General Assembly overrode the veto with a smaller margin of votes than expected. Nevertheless, the budget created by the General Assembly will be the budget for 2013.

So where do you come in during this process? Those that represent you in the General Assembly need to hear your voice. At every point in the process, your calls, emails, and letters can change what goes into the budget and which elected officials vote for or against it. NCAeysc sends out Public Policy Alerts at critical points in the budget process. However, you can let your representatives hear your voice any time. Every voice counts and every voice can change the budget outcome for young children and families. The growth and development of the budget is a process that is shaped by the voices of North Carolina Early Childhood Advocates.

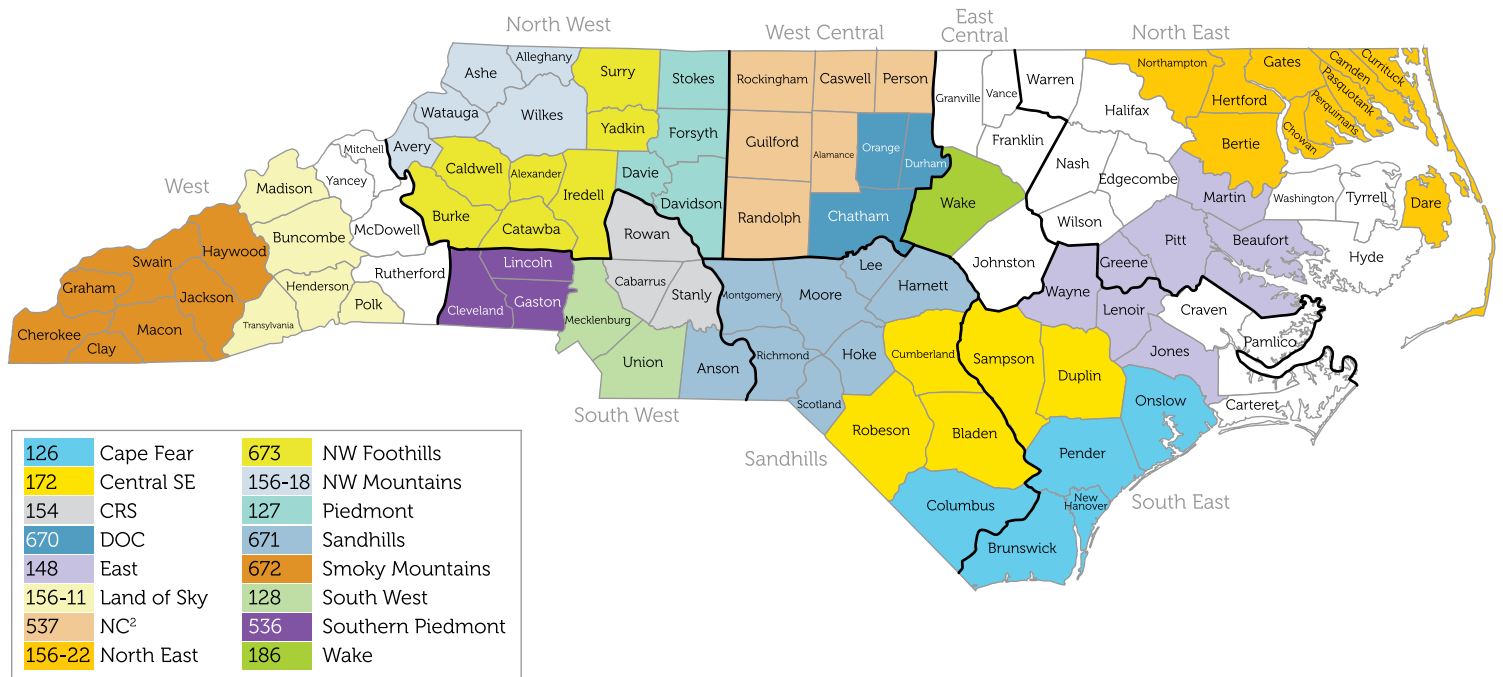
In North Carolina, there are currently sixteen local affiliates and chapters with more than two-thousand members. NCAeYC and the National Office struggled in the past with the question of how they could support the growth and development of the individual affiliate as well as the larger AEYC system. The answer came to them in 2009, with the creation of the Local Affiliate Council (LAC). The North Carolina Affiliate Council structure is modeled after the National's model in which representatives from each state come together at NAEYC functions and discuss opportunities for growth, develop new policies, and search for a common voice that could be adopted locally.

Each local Affiliate and Chapter in North Carolina is tasked with the responsibility of sending one representative to serve on the North Carolina LAC. On the board, each affiliate regardless of size is entitled to one vote. Just as the National LAC serves as a tool for connecting and supporting the growth and development of each affiliate, so does the NC LAC. There are three elected positions on the LAC board, each lasting one year. They are listed below:

- The Chair, who is responsible for running the meetings and serving on the NCAeYC Board.
- The Past chair, who is responsible for supporting the current chair and takes minutes during meetings as well as serving on the NCAeYC board.
- The Chair-elect who is learning the process of what it takes to become the chair.

For the past year I have had the privilege of serving on the NC LAC as a representative from Wake County. This year I have seen the council grow and develop as it sought to develop policies and to find its voice. One of the more recent milestones included the official adoption of the LAC policies and the election of the new chair and chair-elect during the June meeting. In my opinion, the North Carolina LAC is everything the founders hoped it would be: a forum for the individual voices of the local affiliates across North Carolina to come together and create one voice and common vision for NCAeYC members.

NCaeyc Local Affiliate Map (NCaeyc Board Districts noted with black outline)



Local Affiliate Counties

Cape Fear: Brunswick/Columbus/New Hanover/Pender/Onslow

Central South East: Cumberland/Robeson/Sampson/Bladen/Duplin

CRS: Cabarrus/Rowan/Stanly

DOC: Orange/Durham/Chatham

East: Beaufort/Martin/Pitt/Lenoir/Greene/Wayne/Jones

Land of Sky: Buncombe/Henderson/Transylvania/Polk/Madison

NC²: Rockingham/Guilford/Randolph/Alamance/Caswell/Person

North East: Northampton/Hertford/Bertie/Chowan/Perquimans/Pasquotank/Dare/Camden/Currituck/Gates

Northwest Foothills: Iredell/Alexander/Catawba/Surry/Yadkin/Burke/Caldwell

North West Mountains: Watauga/Avery/Ashe/Wilkes/Alleghany

Piedmont: Forsyth/Stokes/Davie/Davidson

Sandhills: Moore/Lee/Montgomery/Richmond/Scotland/Hoke/Harnett/Anson

Smoky Mountains: Cherokee/Clay/Graham/Haywood/Jackson/Macon/Swain

Southern Piedmont: Gaston/Lincoln/Cleveland

Southwest: Mecklenburg/Union

Wake: Wake

NCAEYC MEMBER WINS NATIONAL CHILD CARE TEACHER AWARD



THE
TERRI LYNNE LOKOFF
CHILD
CARE
FOUNDATION™

Recognizing the need to raise the status of child care teachers and the need for quality child care, the Terri Lynne Lokoff Child Care Foundation (TLLCCF) created the Terri Lynne Lokoff/Children's TYLENOL® National Child Care Teacher Awards™. This award acknowledges the critical role of child care teachers in providing quality early care and

education. Child care teachers from all 50 states, the District of Columbia and on U.S. Military bases and installations around the world are invited to apply. Fifty teachers are selected for their commitment and dedication to the children they serve. Of the top ten recipients, one is selected to receive the Helene Marks Award and is named the National Child Care Teacher of the Year.

As a part of the application process, each applicant is asked to design a classroom enhancement project for the children they teach illustrating the educational, social, and emotional benefits of the project. A committee of early childhood educators and specialists review the applications. Award recipients receive \$1,000 – \$500 for the teacher's personal use and \$500 to implement the project. An award ceremony takes place each spring in Pennsylvania—hotel and transportation are provided for the recipients. The event celebrates the best and the most dedicated child care teachers.

The Helene Marks Award is presented to the child care teacher who is selected from among the top ten scoring applicants of the National Child Care Teacher Awards. The recipient receives the Helene Marks Award and the honor of being named the National Child Care Teacher of the Year, and an additional \$1,000.



JESSICA TICKLE RECEIVED HER AWARD IN WASHINGTON, DC



JESSICA TICKLE AND STUDENTS

The TLLCCF has proudly presented this prestigious award since 1994.* NCAeYC congratulates Jessica Tickle from the Rainbow Mountain Children's School in Asheville who submitted her project on "Creative Dramatic Play." Congratulations, Jessica—we are so proud to have you as a student member of NCAeYC and your Local Affiliate, Land of Sky-aeyc.

Jessica was one of the top ten scorers of the Terri Lynne Lokoff/Children's TYLENOL® National Child Care Teacher Awards and she is now eligible to apply for the Helene Marks Award and to be named the National Child Care Teacher of the Year.

* This information is taken from the TLLCCF website, www.tllccf.org/pr_nccta.php



A LARGE SILK CREATES A ROOF FOR A HOUSE



SEWING HER OWN COSTUME

MOM WINS \$100K FOR A NC EARLY CHILDHOOD PROGRAM

Melissa Matthews, a mom and a former kindergarten teacher, stumbled across an online contest while reading a home design blog and knew immediately what she would do if she had one year and \$100,000.

"When I first saw it I thought of Frankie Lemmon," said Matthews, the mother of a 3-year old who attends the preschool for children with special needs in Raleigh.

So Matthews penned an essay for Ikea explaining how she would buy special technology for children with special needs if she won the furniture retailer's Life Improvement Sabbatical Contest. A thousand people entered.

Matthews won the contest and the \$100,000, which she will use to help the Frankie Lemmon School and Development Center located in Raleigh. The school was founded in the 1960s by Frank and Georgia Lemmon, whose son, Frankie, has Down Syndrome. It was the first preschool in Raleigh to accept children with special needs. At that time, the school was housed at Hudson Memorial Presbyterian Church, where Frank Lemmon was a minister. The program later moved to the basement of Hayes Barton Baptist Church where it serves twenty-five children tuition-free.

Matthews will be focusing on technology purchases for the Frankie Lemmon students, and she would also like to use the money to begin a fund to find a larger home for the school so it can serve more children.



AIDAN'S MOTHER, MELISSA, WON AN IKEA CONTEST AND WILL USE HER \$100,000 TO HELP THE SCHOOL.



Matthews' 3-year old son, Aidan, was originally on a waiting list for a spot at Frankie Lemmon. "I worried about his transition to school literally from the eighteen-week ultrasound that revealed the markers of Down syndrome," said Matthews. "When I was pregnant with him, I was wondering where he would go to school and what his life would be like."

With part of the contest money, the school will add to its iPad inventory. The plan is also to use the money to add more Promethean Boards and interactive white boards, used by students and teachers, to the classrooms. Administrators say the availability of technology helps the school with its No. 1 mission. "Our biggest thing is communication," Janet Sellers, school director, said. "We want to make sure every child who comes here has a way to communicate."

Read more here: www.newsobserver.com/2012/02/01/1821113/mom-wins-100k-for-special-needs.html#storylink=cpy

“The only way that we can live is if we grow.
The only way that we can grow is if we change.
The only way that we can change is if we learn.
The only way that we can learn is if we are exposed.
And the only way that we can become exposed
is if we throw ourselves out into the open.
Do it. Throw yourself.”
C. Joybell C.

Well, it is incredibly hard to say “Throw yourself” to an overworked, underpaid early childhood teacher (the only kind!). I remember very well that I hardly ever felt compelled to go out and learn something new—eighteen “Something News” walked into my classroom every morning!

Nonetheless, that being said, Growth and Change—going from here to there—from being four to being five—is unavoidably and completely the point. These are the central constructs of teaching, unless of course, you are just “watching children” for a living. We teachers are in the business of helping children grow and develop and that means we have to do it too. In fact, we have to become very good at it. More than any other profession, we are the mediaries of change. We are the advocates of “Throw Yourself.” If we don’t understand growth personally, from the inside, if we don’t have personal and conscious experience with it, how can we ever become good at helping others grow? If we are resistant to the extra efforts required for growth, then we understand why busy children may not want to interrupt their play for our “projects.” If we have ever sat through a class or training that hasn’t engaged us, we know why children might wiggle through circle time. Most importantly, when we uncover what motivates us, we learn how to motivate others. Why do dinosaurs and bunnies thrill the hearts of children? What thrills our hearts? We know, for instance, that when we feel supported by others, the discomfort of growing is tolerable. This is, of course, why we support children; not just because they are cute and we “love” them—but because it is our job to provide a safe place for their growth. Can we do it for ourselves?

So if, as teachers, we are in the business of Growth and Development, just how do we look to our own house? Is our development a solitary pursuit—an on-line course? Or is it better to be an interaction with a mentor, coach, or peer? Does our knowledge of teaching suggest that we all learn best in communities, alongside others, where Growth is richest with input from our colleagues, our own teachers, our coworkers? If we are visual learners wouldn’t we think to take “field trips” to others’ classrooms to see what the rest of the world looks like?

We are supposed to be the experts on how children learn. Why is it so hard to transfer that wisdom to ourselves? Brain science draws us a picture of the connection between learning and emotions. While we do not necessarily learn exactly the same way children do, the lessons of their learning ought to inform our own development. To become professionals, we need interactions that are supportive, not just instructive. We need respect, if not affection. We need encouragement and excitement so that the pleasures of learning are not only limited to the play of children. The world of early childhood badly needs more inspired teachers. Great teachers of young children grew into that space consciously observing—themselves. Self-reflection has a lot to teach us about Throwing Ourselves.



Lead Where You Are Located

Making the Most of Every Leadership Opportunity

Perhaps you have heard the phrase “Bloom where you are planted.” At this year’s 59th Annual Conference, NCAeYC wants to encourage every Early Childhood Professional to “Lead where you are located!” Now more than ever, Early Childhood Professionals from every level, setting and professional role are needed to:

- Reflect upon and strengthen their practice
- Share their knowledge and expertise
- Promote standards of excellence
- Demonstrate and advocate for the critical role of early care and education.

By making the most of every leadership opportunity, we help ensure that across our state, North Carolina’s children and families are provided the necessary resources and supports to promote their success in learning and in life. By making the most of every leadership opportunity, we advocate for early childhood educators across our state to receive the training, support and compensation worthy of our esteemed profession.

NAEYC’s *Conceptual Framework for Early Childhood Professional Development* (1993; currently in revision) indicates that early childhood professionals must be able to:

- Work effectively with young children
- Establish and maintain productive relationships with colleagues
- Work effectively as a member of an instructional team
- Communicate effectively with parents and other family members
- Communicate effectively with other professionals and agencies concerned with children and families in the larger community to support children’s development, learning and well-being.

NCAeYC’s 59th Annual Conference provides a focus on helping attendees recognize their full potential whether they are leading a lesson plan, a staff meeting, a statewide project or an advocacy event.

Conference Schedule

Registration Check-in Hours—Main Lobby

Wednesday, September 12	7:00pm – 9:00pm
Thursday, September 13	7:00am – 7:00pm
Friday, September 14	7:00am – 7:00pm
Saturday, September 15	7:00am – 11:00am

PRE-CONFERENCE SESSIONS

Thursday, September 13	8:30am – 4:30pm
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REGULAR CONFERENCE SESSIONS

Friday, September 14	8:00am – 6:00pm
Session 1	8:00am – 9:30am
Session 2	10am – 11:30am
Lunch	11:30am – 1:00pm
Keynote	1:00pm – 2:30pm
Session 3	3:00pm – 4:30pm
Vendor Spotlight	4:30pm – 6:00pm
Saturday, September 15	8:00am – 1:30pm
Vendor Spotlight	8:00am – 9:00am
Session 4	9:00am – 11:00am
Session 5	11:30am – 1:30pm

Pre-Conference Sessions

Pre-registration is required. Select from one of four sessions:

- **Lead Where You Are Located:** *Making the Most of Every Leadership Opportunity.* For all Early Childhood Professionals, with a very special focus on supporting program administrators. Learn about resources, tools and strategies that will help develop and expand your leadership potential.
- **Authentic Implementation:** *Linking Standards, Child Assessment, Curriculum and Effective Teacher Practice.* Learn about how new state and federal standards and requirements impact the need for essential skills in understanding, selecting and implementing curricula and linking it to child assessment and child outcomes.
- **NC Museum of Natural Science:** *Celebrating the New Nature Research Center.* Learn to promote science in early education through this hands-on Pre-Conference “field trip” through the museum’s AMAZING new Nature Research Center!
- **Introduction to the Pre-K CLASS™** (limited seating). The CLASS™ observation tool helps educators break down complexity of daily interactions and focus on engaging effectively with students. Additional material fee: \$35.

For more information, please visit www.ncaeyc.org

To register, please visit www.ncaeyc.org



North Carolina Association for the Education of Young Children

The North Carolina Association for the Education of Young Children Invites you to our 59th Annual Conference

September 13 – 15, 2012

Raleigh Convention Center



Keynote Speaker:
Dr. Sue Bredekamp

All Friday Sessions now 1.5 hours in length!

Vendors in the Hallways!

Sessions to address new curricula across all age levels

All sessions in the RCC!

In-depth, 2 hour Saturday Sessions!

Men in Early Childhood Discussion Panel

Sessions for Directors at Pre-conference and embedded throughout Friday and Saturday!

K-3 Sessions at Pre-conference and embedded throughout Friday and Saturday!

Credits

NCAeYC is approved by the Division of Child Development and Early Education to offer contact hours for Conference sessions.

Vendor Exhibit Areas throughout the Convention Center

One of the most exciting changes for NCAeYC's 2012 Annual Conference centers around our re-designed Vendor Area. This year, the Vendors will be located in the hallways outside the session rooms. Attendees will enjoy connecting with vendors while walking from session to session and during the Vendor Spotlight on Friday afternoon from 4:30–6:00 and Saturday morning from 8:00–9:00.

DAP Showcase: Teacher-made Materials that Reflect "Excellence in Action"

DAP Showcase demonstrates teacher-made materials that reflect "Excellence in Action" to enhance young children's learning and development. Acquire new ideas and insights as you stroll through DAP Showcase. Bring your camera to capture your favorite examples so you can replicate and utilize low-cost, high-impact, teacher-made materials.

LA Lounge: Connect with YOUR Local Affiliate

LA Lounge is a fun, energized spot to connect with your local affiliate leaders, learn about local affiliate events, and enter to win a door prize! LA Lounge will be located in the Glass Room, on the main lobby level of the Convention Center, near the escalators that provide access to and from the second floor.

HAVE YOUR VOICE HEARD!



Be An Advocate: Have Your Voice Heard!

NCAeYC's mission is to "be the voice of professionals who work with or on behalf of young children, birth through age eight." "Have Your Voice Heard!" is one of the ways we meet our mission. Throughout Conference, you will see NCAeYC Board Members with recorders encouraging attendees to "Have Your Voice Heard!" Attendees can come prepared with specific issues they would like to advocate for or they can respond to one of several open-ended questions. Recorded messages will be used in a variety of powerful ways—like sharing with Legislators and posting on our website.

My fifteen month old toddler is discovering the world, and I'm discovering a special ability to feel sympathetic for her, amazed by her, and frustrated at her, at the same time. Today we vroomed cars around the house while we (kind of) swept, measured water in cups as we washed dishes/flooded the kitchen, and compared stick sizes as we gardened and marveled at worms. I have become a master multi-tasker... and I dream of the day that I will be able to do just one thing at a time!

I find comfort in the idea that I'm not alone. If you're raising children, you're splitting your attention between at least two, and frequently two hundred different things every day. You want to be the best parent you can, and have your child reach his or her potential, but it seems impossible to find the time to work on your own parental development or even know where to start! Everyone from your neighbor to Google has an opinion, so where do you go to spend the precious minutes you've eked out for your own development?

Your NCAeYC membership is a great resource and a frequent starting point. Remember to tap your local affiliate for sources as well. Trainings and conferences aren't just for licensed teachers and childcare professionals; if you're raising a child, you're a teacher! You'll also come away from a training with more than new knowledge; you'll get valuable adult time too. When was the last time you used your adult words? Creating a support network, whether you're giving or receiving the support, is a crucial step in encouraging parent development in yourself and others.

For those of you who work with parents, either alongside us in the workplace or caring for our children so we feel comfortable returning to the workplace, thank you for your patience, your support, and your seemingly bottomless well of compassion—we couldn't manage this balancing act without you there to steady us!

EL DESARROLLO DE LOS PADRES: HACER MALABARISMOS

Por Katie Sykes

Mi niña de quince meses pasa cada día descubriendo el mundo, y yo he descubierto una habilidad especial de sentirme una simpatía profunda para ella a la vez que me siento asombrada por y frustrada con ella. Hoy corríamos sus carritos por la casa mientras barríamos (más o menos), medíamos agua en sus tasetas mientras lavábamos los trastes (e inundábamos la pobre cocina), y comparábamos el tamaño de diferentes palitos mientras trabajábamos in el jardín y nos maravillábamos de las lombrices. Ya soy experta de la multitarea y sueño con la idea de que, un día, ¡podré hacer una sola cosa a la vez!

Me consuelo con la idea de que no estoy sola. Si crías a los niños, compartes tu atención entre por lo menos dos, y frecuentemente docientas cosas cada día. Quieres ser el mejor padre o la mejor madre que puedas, y lograr que tu niño alcance su potencial, ¡pero parece imposible encontrar el tiempo de enfocarte en tu propio desarrollo ni saber dónde empezar! Todo el mundo, desde tu vecino a la página web de Google, tiene su propia opinión, ¿entonces dónde vas para gastar los minutos preciosos que has guardado para tu propio desarrollo?

Tu afiliación de NCAeYC es un recurso excelente y muchas veces un lugar inicial para mí. Acuérdate de contactar tu grupo filial local para recursos también. Los entrenamientos y las conferencias no son solamente para los maestros licenciados y profesionales de guardería; si crías a un niño, ¡eres maestro! También puedes obtener más que nueva información de un entrenamiento: pasarás tiempo valioso con otros adultos. ¿Cuándo fue la última vez que usaste tus palabras de adulto? Crear un sistema de apoyo, no importa si das o recibes el apoyo, es un paso crucial de fomentar el desarrollo paterno en ti mismo y en los demás.

Para las personas que trabajan con padres y con madres, o con nosotros en la oficina o con nuestros niños para que nos sentamos cómodos en volver a la oficina, les damos las gracias por su paciencia, su apoyo, y su compasión inagotable—¡no seríamos capaz de mantener este acto de balancear todos los aspectos de la vida sin tener a ustedes aquí para sujetarnos!



For more NAEYC resources for families,
please visit families.naeyc.org!

Para más recursos NAEYC para las familias,
por favor visite families.naeyc.org!

NORTH CAROLINA PLAY DAZE

Written by Rich Rarigh, Director of Programs and Early Childhood Development at Be Active NC, and Ronda Hawkins, Early Childhood Program Coordinator at Sandhills Community College



Many adults are wondering what has happened to children's play. It sure isn't the way it used to be years ago. Many children are missing out on the freedom, exploration, risk taking, and joy that comes from playing outside in a natural environment.

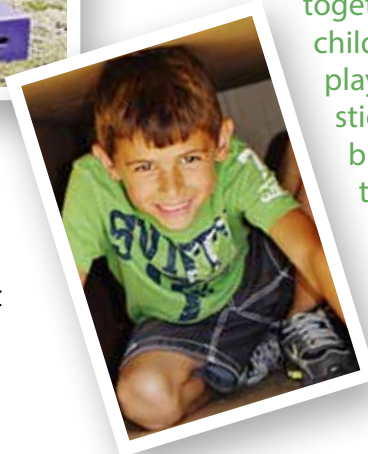
Play has the potential to improve all aspects of children's well-being: physical, emotional, social and cognitive (Burdette, Whitaker; 2005). Although play is meant to be fun, it is also meant as a method of learning about ourselves and the world around us. The United Nations agrees that play is important to children and has included it in the U.N.

Convention on the Rights of the Child. Article 31 articulates the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. It also states that parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

North Carolina has been a leader in the education, health, and environmental aspects that affect young children and this leadership continues in the area of play. Through work being done by the North Carolina Active Play Alliance, children are being provided time, space and props to engage in outdoor play. It is also increasing awareness of educators, parents, and community leaders about the importance of children's play and ways to encourage it.



Just last month, a playful group of collaborators in Southern Pines, NC held a Play Day at the Elizabeth High Rounds Community Park. The NC Zoo, Sandhills Community College, Sandhills Children Center and the Southern Pines Recreation and Parks worked together to offer over one-hundred children ages 2-12 an opportunity to play with clay, sand, water, dirt, mud, sticks and bubbles! Children happily built forts and created games with the loose parts that they were provided.



What can we do to keep this going? Schedule a Play Daze in your child care center, school, faith-based organization or community. It doesn't have to be complicated or cost a lot of money, it just needs to be fun! For more information about holding your Play Daze event on September 21, 22 and/or 23 and to download the 2012 Play Daze Planner visit www.beactivekids.org.



DEVELOPING AND SUSTAINING AN NAEYC ACCREDITED EARLY CHILDHOOD PROGRAM

How Developmentally Appropriate is your center? Consider this not specifically about children's choices in the classroom, but by thinking about the professional growth and development of your center and staff. NAEYC's *Accreditation of Programs for Young Children* process places strong emphasis on the skill, knowledge and practice of early educators. "Self-Study", the first phase of Accreditation, requires an intense team effort, but the results are greatly rewarding. In order to be effective in our early care and education practices, we need to stop and think about our overall program and consider how we are meeting our goals. Becoming Accredited or going through the Re-accreditation process provides a unique, in-depth opportunity to closely reflect upon daily practices. The intentionality that comes from this process helps ensure positive outcomes for the children, families and professionals involved.



"NAEYC accredited programs invest in early childhood education because they believe in the benefits to children and families. Early childhood experiences—from birth to age 8—have an enormous impact on children's lifelong learning and positively contribute to their health and development. Early childhood education programs with the mark of quality benefit children with greater readiness for and success in school."

NAEYC Accreditation of programs for young children represents the mark of quality in early childhood education. NAEYC Accreditation began twenty-seven years ago in 1985 with the goal of providing a comprehensive, rigorous, national accrediting system that would raise the level of quality in early childhood programs. Today, over 6,500 programs are NAEYC Accredited.

NCaeyc has put a renewed emphasis on supporting and recognizing programs that have attained or are striving to attain NAEYC Accreditation:

- NCaeyc became an Accreditation Facilitation Project in 2011, providing technical assistance to programs pursuing Accreditation.
- NCaeyc has and will continue to advocate for NAEYC Accreditation to be recognized as a component of North Carolina's revised QRIS system when updates to North Carolina's Star Rated Licensing System are made in coming years.
- NCaeyc Accreditation Chair and Board Member, Linda Caldwell is helping lead the development of resources to support NCaeyc members who are engaged in or want to learn more about Accreditation.



Recently, NCaeyc had the opportunity to connect with professionals from two NAEYC Accredited programs in North Carolina: Rainbow Station in Charlotte and Halifax Community College Child Care Center in Weldon. It is powerful to hear from professionals who have completed the Accreditation process as they reflect on the journey to Accreditation. Francesca Busse, Site Director at Rainbow Station in Charlotte, shared that "The opportunity to work through the Self-Study was instrumental in program improvement at our school. Teachers, administrators, support staff and families were all engaged in the process. Our entire team took on a renewed energy and this was reflected in our daily practice. We embraced the accreditation process as a way to benchmark where we were and set goals to define the school culture we desired to create." Leyetta Cole, Pre-K Class Lead Instructor at Halifax Community College Child Care Center reflected that "the most rewarding part of achieving NAEYC Accreditation is knowing that parents are secure in their choice and entrust the HCC staff to provide high quality care to their children."

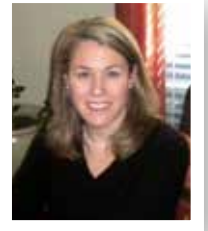
Many teachers report that concentrating on the NAEYC's ten Program Standards and criteria highlights areas of strength as well as areas of their teaching that need more attention. Teachers might find they are doing great on literacy and math development but need more focus on science.

Preparing Portfolios helps the program staff to explain to families what takes place each day in the classroom. It helps examine how well are teachers doing? The Classroom Portfolio allows teachers to document and provide evidence of their work and the classroom's strengths. Additionally, it is a clear system that provides a method to show growth opportunities and how making changes in current practice can improve classroom and child outcomes. By having your teaching teams develop their classroom portfolios together, it creates a context for information sharing, brainstorming and reflection on their current methods. Leyetta stated that "We learned that it takes team work, dedication, a positive attitude, and persistence."

"Going through the NAEYC process allowed me to think about my own teaching practices in a whole new way. The criteria and Standards really drilled down the importance of examining every aspect of my classroom."

—Mandy Martin,
Lead Teacher at Rainbow Station shares,

Directors often say that teacher-to-teacher relationships develop during the quest for NAEYC Accreditation as they work together as a team. Francesca Busse reflected “We learn more about a staff member’s expertise and encourage them to be a better leader”. She went on to say, “While compiling evidence for our Program Portfolio and the Classroom Portfolios, we found ourselves more frequently engaging in deeper discussions about what quality truly means. Putting all the evidence together in one source really allows you break down all the components and understand the connection to greater goal of program quality.”



FRANCESCA
BUSSE

Although Accreditation may seem daunting at first, many teachers report that it ends up being one of the most meaningful professional development experiences of their career. Mandy Martin shared, “When we first started to prepare for NAEYC it seemed like an uphill struggle with lots of paperwork and extra work. Once we started to actually work on it, we realized that we had the practices already implemented and that we just needed to document it in a way that showed off our classrooms and how we were developmentally helping the children. Looking back at the process of preparing Portfolios brought very rewarding results. We learned a lot and brainstormed with other teachers on how to improve or implement different teaching strategies so that we could have the best overall results that benefit the children in our classroom.” Leyetta Cole said “The role of Administration was critical and without the support of the Administration and Faculty it would have been difficult to achieve national accreditation.” The Child Care Center at Halifax Community College is the first and only NAEYC Accredited program in their area. When asked what NAEYC Accreditation means for their community, Leyetta said, “Citizens are elated to have an NAEYC Accredited child care program in their community. It means that children are able to attend a high quality center. Their needs are being met with developmentally appropriate practices and resources are made available to families when needed.”

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It is important to know there are tools and a step-by-step process to assist programs in their journey towards Accreditation.

- The Self-Study process in Step One leads to a real “We can do it!” sense of confidence.
- NAEYC’s online tool, TORCH (The Online Resource Center Headquarters) is filled with a wealth of user friendly resources. TORCH is available to all who are interested in quality improvement. Registration instructions are available at www.naeyc.org/torchinfo. TORCH allows you to search criteria by keyword, view a calendar of important due dates, links to other helpful websites, and scholarship information to help programs that may be in need of financial support.
- NAEYC also provides an information call center, training sessions, and partnerships with NAEYC affiliates.

North Carolina has about 130 NAEYC Accredited Programs in our state. Perhaps you may be interested in connecting with one in your area. Finding them is easy! Listings by county, or city or zip code can be found at www.naeyc.org/academy/accreditation/search or you can contact NCAeYC for help in connecting with other professionals and programs. Families can learn more about the importance of high quality early care and education at NAEYC’s newly updated website for families: www.rightchoiceforkids.org.

Accreditation is within your reach and can help ensure your center is developmentally appropriate for children and the professionals that care for and educate them. At NCAeYC, we want to know your needs and suggestions for ways we can help so we can continue to build a networking team to support you! Let us know if you would like to learn more about supports NCAeYC can offer to help you explore Accreditation or if you’d like to see your NAEYC Accredited program featured in an upcoming issue of *Milestones*. Contact NCAeYC through email at generalinfo@naeyc.org or call us at 919-510-5034.

TELEMON CORPORATION NORTH CAROLINA'S NAEYC ACCREDITATION PROCESS—A SUCCESS!

*The last you heard from Teresa and me, we were crossing back into the beautiful state of North Carolina elated about our vision, the plan and the possibilities for Telamon Corporation-North Carolina to engage in the NAEYC Accreditation process. It was almost like yesterday when Teresa and I were sitting in the **NAEYC Accreditation: Improving Program Quality through Self Study** training at the headquarters located in Washington, DC, when she leaned over with her red hair and wide eyes and said, "we got this!" Confidently and with a smile, I winked back at her.*

On May 30, 2012 we received our first notification that Parkway Head Start located in Cary, NC, was NAEYC Accredited! We were all elated and the heart of our North Carolina capital had never heard so much joy! Days went by with no notification about a decision on the other four facilities that went through the process. Daily, Center Directors would email or call asking if we had heard anything, even asking if our Corporate IT system was working properly that day. Then on June 13, 2012 we received an email from Angier Migrant Head Start with the most beautiful attachment titled "NAEYC Accreditation Decision Report". At noon another email arrived for Crosby Head Start, and within the next couple of days, Knightdale Head Start and Chatham County Head Start received their notifications. By that last notification, I was officially done... ear-to-ear smiles, jumping around, hugs, high-fives, and posting copies of the NAEYC Certificates on the door. E-mails were flying all over the eastern part of the country. We had mastered NAEYC Accreditation!

Days later after all the celebration had died down, I could hear my grandma whispering, "The truth is in the puddin'!" During a reflective discussion with our Center Directors, Regional Coordinator, and Head Start Director it was evident that we had mastered Steps one and two plus the bumps, bruises, purging, restoring, and polishing process of Step three. That "puddin'"—"our truth" as Telamon-North Carolina Head Start, as a corporation, each individual program, and their classrooms, tell a story and speak loud to all who will experience us. We, and any program who has accomplished such a success—receiving this prestigious recognition and status, will have to work hard to maintain and sustain Step four for our children, families and our community.

The Passionate Process

Immediately upon our return from the **NAEYC Accreditation: Improving Program Quality through Self-Study Training** in August 2010, Teresa and I presented to our Head Start Director, Arvelis Byrd, why it was critical to have our "core team" of Center Directors, an Education Specialist, and a Lead Teacher, and if possible a Family Service staff that could attend the September training held at our state level NCAeYC Conference. "It was a two-day training that presented the information and expectations clearly. I was able to meet with programs from all over the United States that were preparing to go through the process as well. In addition to receiving great information, this also provided me with great motivation to ensure that we became accredited," Rosa Mathews of Angier Migrant Head Start stated. Without hesitation, Arvelis approved it and strongly encouraged Center Directors to select their team. Arvelis said, "We at Telamon Corporation are committed to providing the highest of quality comprehensive education and care to ALL children and families within our program. This step doesn't stop with us—it's an opportunity to educate families and community leaders about their right to expect quality in various types of programs that serve children from birth to eight years of age." The vision, passion, and tirelessness of our leader became a roadmap to our journey.

After lengthy discussions and presentations with staff, board members, community partners, families, and even our children, the undercurrent consensus was to choose our Head Start, a federal program. James Bennett, a veteran and volunteer, said, "It has the resources and responsibility nationally, state-wide, and most importantly, in each community, to be a model to neighboring childcare programs and family homes." The motivational and intentional pre-service and in-service trainings filled with CLASS, Creative Curriculum, Conscious Discipline, CSFEL, I'm Moving and I'm Learning training, as well as various instructional curriculum and supported topics to raise the expectation and anticipation level of administrators, families, and parent committees alike. Nichelle Cole, Regional Head Start Coordinator: "We are challenged to lead, expected to lead and will always rise to lead for our future leaders." As Teresa and I shared the good news of NAEYC Accreditation, the mixed emotions and uncertainty were reduced and the timeline to NAEYC became an essential element to keep us accountable and on task!

NAEYC Standards and Head Start Performance Standards: Collecting the Evidence

Head Start programs operate by the guidance of more than 1,900 performance standards to ensure the highest quality of care and services for young children and families. Utilizing the TORCH resource site enabled us to develop an effective and efficient timeline to accomplish each of the ten NAEYC Standards. A response from a teacher survey said: "The TORCH Resource became a favorite website as well as the 866-NAEYC-4U—an essential on speed dial—in my cell phones." The more evidences we collected, the more dialogues emerged. Shekema James, Knightdale Head Start stated, "This process allows you the opportunity to look at your program as a whole and review policies and procedures. After implementing procedures year after year, this process reminds you of the importance of each policy. The NAEYC standards are a great tool to remind you of why you chose to implement services the way you do. There are items that you may not realize were so important but once you start reading them closer you start to remember why your agency or company put them in place." Another response from the surveys said: "The feedback from the surveys helped us to not only look at what training gaps we had but it gave us the opportunity to close those gaps and offer a more holistic approach to our services—what we thought was to be appropriate toward our children, families and staff needed improving." A State Team Member said: "We realized through this process we need to revisit our Community Assessment process and information...our families and communities were transforming right before our eyes!"

With the assistance of our local AFP, Kate Thegan, our approach and scope of work became extremely larger because we did not want to view this process as a check-the-box system, but rather an opportunity to self-assess, strengthen our policies and practices, deepen and broaden our professional and family education, and pursue training opportunities. We wanted to be "On The Leading Edge" and "Consciously-Competent". We wanted to raise the bar of excellence by having our Telamon Corporation-NC staff and families to bloom where planted. We wanted to be able to respond to others when they asked "How are the children?" We wanted to respond that "they are truly well." Carolyn Grey, Chatham County Head Start said the following: "I wanted to show the teachers that NAEYC Accreditation was not another task added to their jobs; however, this is something that you do on a daily basis." Although Kate's time, talents, and efforts were limited with our agency, she left us with a wealth of insight about the importance of dimensional mentoring and coaching in early education and care. Janice Judd, Center Director Parkway Head Start spoke: "The NAEYC process for us started out with apprehension, but by the end, this process helped us as a center identify our strengths and weaknesses and united us as a team."

- 1. Prepare for the worst possible incident that could happen to occur on your site visit day!** We prepared for intruders, the kitchen to catch fire, and the flu to wipe out staff. At the end you can laugh and smile with no worries.
- 2. Work smarter not harder.** Although we did spend thousands of staff hours collecting smarter evidence, we used this as part of our self-assessment, community assessment, monitoring and training and technical support process.
- 3. Approach every action towards NAEYC Accreditation as an opportunity** to utilize others' talents, skills, traits, etc. to help you share the strengths of your program.
- 4. Embrace and celebrate the opportunity to witness** the invisible becoming visible, the unexpected lead, and the essence of unity unmasking itself in your presence. It was amazing to watch this continue to unfold throughout the process.
- 5. Less can be more!** Maximize the opportunity to use the streamline and e-portfolio options for your programs.
- 6. Don't be too big to acknowledge mistakes and failures, ask for help, or say you don't know.** Your weakness can offer another the opportunity to soar. And your acknowledgement makes it easier for you to grow.
- 7. Be open enough to allow the process to stretch people personally and professionally to the positions they need to be.** Parents became staff. Staff moved to leadership. Some recognized the need for a transition.
- 8. Value the process!** It is okay to take breaks and seasons from the process. JUST KEEP MOVING daily in your thoughts and actions. Use the timeline.
- 9. Get on the bus.** People will be in various positions on the bus and it's okay. Trust that the person who is leading will get you there safe and secure. *Note:* It is okay to stop the bus and let some off and pick up others. Sometimes you may be solo, but you have a destination and that's okay.
- 10. FORGIVE! FORGIVE! FORGIVE!** Throughout this process, forgive yourself, others, and anything that attempts to stop your NAEYC efforts. This is just confirmation that it's closer than you think!

Over 3,750+ hours of administrators, staff and families reviewing performance standards and program manuals, forms and photos, documents, assessing environments, and staff instruction resulted in classroom and program portfolios we felt confident and proud of.

Both portfolios were ultra-huge! As we started the 2012 New Year preparing to make application for Step three candidacy, we decided to transfer all our evidences to the suggested e-Portfolio method and PowerPoint notebooks. Teressa Camron and former Regional Coordinator Maya McElrath, with the help of student interns, showed their talents by editing slides and pictures, which became a valuable resource in those final days before our site visit. I must add here that I think it was one of the wisest decisions we made as an organization to utilize the e-portfolios in order to monitor and maintain our efforts. On the day of the site visit, we had the e-portfolio and both an electronic and hard copy classroom portfolio accessible to our NAEYC site assessor. An NAEYC assessor said, "You know NAEYC is going to the Tablet during our visit. The e-portfolio increases our pace and allows more time to do the piece I enjoy the most—observing in the classroom."

The Window Opened

We elected to have our window opened January 31, 2012 – May 30, 2012. Telamon Corporation-North Carolina is a grantee and delegate consisting of Early Head Start (6 weeks to 3 years), Migrant Head Start, and Regional Head Start (3–5 years). This time of the year is intense. Migrant is starting up and Regional is preparing to conclude. I failed to mention that a new head start program and its classrooms were also opening in the Spring of 2012. After many intellectual conversations and projections over chocolate, we attempted to narrow our projected window for a visit ruling out holidays, Staff Development Days, Spring Break, hmmm... we thought our assessors would come mid-March. Well, we were wrong!!! When the first assessor called, we all huddled around on the speakerphone listening for hints, tones and any clue of the date. Immediately after the call, we sent an email requesting information from the assessor, and before we knew it she was at our front door! Lynette Dillard, Crosby Head Start stated after it was over: "This was smoother than the federal review. I wish she could have stayed longer." Immediately after the one-day visit, a Center Directors' Conference call occurred; "What happened? What did they do? What did she look at? How long did her..." The questions continued. Spring Break and Week of The Young Child went by too fast. The following week our second school received a call from their assessor informing her that she would receive a two-day visit. Then three additional calls occurred. One assessor was scheduled to visit two of our sites. The third call was a true pickle because it came from the NAEYC Headquarters informing us that they had to return to conduct our visit all over due to a technical difficulty with their Tablet! Talk about emotions! A teacher said, "I think our day was better the second time around!" Each assessor thanked us for allowing them to visit our schools and prepared us for the 90-day notification timeline. Janice Judd of Parkway Head Start commented: "During the NAEYC visit I felt confident because teachers were calm and went on as if it was another great day at Head Start." Finally it was May 30, 2012 and the visits were completed.

Sustaining and Maintaining

Since beginning this journey towards NAEYC and receiving the great news of NAEYC accreditation, a lot has occurred. We opened nine new Early Head Start classrooms (one school and three classrooms around the area), we acquired Sampson County Head Start, three Migrant Head Starts, two Early Head Starts that have begun the NAEYC process, and finally, our Teressa has decided to pursue her Ph.D. beginning in August.

We know at Telamon Corporation-North Carolina Head Start, that the truth is in our puddin'!! We have been purposefully rooted for over 45 years throughout our state and country, and are committed to providing high quality comprehensive education, care, and service to children and families. Annually, we have a benchmark date to remind us to recommit ourselves to our mission and service towards our children, families and community. NAEYC Accreditations communicated to us that our children are well because the quality of our program is well.

As Early Education and Care Providers we are expected to meet specified requirements by the State each year relative to our education and experience. Research has proven there is a direct link between education and quality in our field.

We understand the benefits, but understanding does not, unfortunately, defray the costs. When the average wage in your profession is considered barely a “living wage” the monetary costs are challenging, but when you factor the challenge of **time** into the equation it is particularly frustrating.

At Cape Fear Community College Child Development Center the expectation for high standards is maximized due to the fact that we are a lab setting where future teachers come to observe best practices and practice the most current theory and methods in our classrooms. Due to our desire to model appropriately, the teachers here take their professional development seriously!

This year we made the decision to travel to the NCAEYC Annual Conference as a staff. We are fortunate to have five designated Staff Development Days each year in our program. However, these days have been established for years and did not coincide with the dates of the conference.

We started the process to make this happen by meeting with our Parent Advisory Committee to get their support to change our dates. Because we are part of a state agency, and nonprofit, the next challenge has been to figure out how to defray the cost of attending the conference for our teachers.

Our plan is to work with the CFCC budget process to designate some funds, which we realize will not provide 100% coverage as we have nineteen staff members, and then we know we'll have to be creative. That's where a couple of our teachers come in. We have two preschool teachers who are consultants for two popular direct sales companies—*Thirty-One Gifts* and *Premier Design*—who approached me about having a fundraiser to contribute profits to our “cause”. We are a small program with just under fifty families, but they proposed starting in-house, and we are hoping to gain approval to do another fundraiser college-wide to really see some profits!

Even with our small size, the profit from the week-long sale will basically cover the cost for one teacher. That leaves eighteen more to go, but we have a few other ideas: tapping a Waffle House for a fundraiser, asking parents to sponsor a portion of the registration for the teachers in their child's classroom, raffling an evening of babysitting, or even an old-fashioned bake sale.



We believe the benefits gained from experiencing a few days with other early educators in the great setting of our Capital will be well worth the costs. Some things, like creativity, are priceless.

Saint Catherine of Siena Preschool asked Wake Forest to come together for children during the *Week of the Young Child™*. As part of the national *Week of the Young Child™* celebrated across the country, Saint Catherine of Siena Preschool honored young children and all those who make a difference in their lives.

Week of the Young Child™ is an opportunity for early childhood programs across the country, including child care and Head Start programs, preschools, and elementary schools, which hold activities to bring awareness to the needs of young children.

St. Catherine of Siena Preschool Schedule of Events

Teachers, parents, and staff will receive purple ribbons to wear in support of young children.

APRIL 23: Mayor Vivian Jones of Wake Forest visited the center to proclaim the Week of the Young Child™ officially open at 9:00 AM. Children, parents and staff were encouraged to dress as their favorite storybook characters, and children were asked to bring the book that inspired their costume. Parents and staff were encouraged to read to the children from their books during the first thirty minutes of the day.

APRIL 24: Ernest James the Juggler visited each classroom, beginning at 9:00 AM. An ice cream social was held at 11:00 AM, outside.

APRIL 25: Four-year old classrooms attended the St. Catherine of Siena Elementary and Middle school band and orchestra concert at 10:00 AM in the Sanctuary.

APRIL 26: Kaleidoscope Theatre performed *The Elves and the Two Bakers*, at 10:00 AM in the dining room.

Young children and their families depend on high-quality education and care, which help children get a great start and bring lasting benefits to Wake Forest. *Week of the Young Child™* is a time to recognize the importance of early learning and early literacy, and to celebrate the teachers and policies that bring early childhood education to young children.

St. Catherine of Siena Preschool has early childhood professionals working together to improve professional practice in early childhood education, and to build public support for high-quality early childhood education programs.

St. Catherine of Siena Preschool is an Affiliate of NAEYC, the largest organization of early childhood educators and others dedicated to improving the quality of early education programs for children birth through age 8. Founded in 1926, NAEYC has nearly 80,000 members and a national network of more than 300 local, state, and regional affiliates.



DURHAM DIRECTORS LEADERSHIP ACADEMY VISIT NCAEYC OFFICES

In April, the NCAeYC offices were visited by a delightful group of directors from Durham County who were involved in a Leadership Academy. The staff had a wonderful time with these leaders, and wanted to learn more about the project. *Charlene Daye, Training and Support Director at Child Care Services Association in Durham*, explained the project.

Durham Director's Leadership Academy project is a project funded by Durham's Partnership for Children, a Smart Start Initiative and part of CCSA's Quality Enhancement Program. It is designed to provide in-depth training and support for new directors of child care facilities seeking opportunities for professional growth in their role as administrators. The Durham Director's Leadership Academy strengthens the network of directors in Durham and provides opportunities for directors to enhance their leadership skills.



LORIE BARNES DISCUSSES THE BENEFITS OF NCAEYC MEMBERSHIP

“NCAeYC serves our state well as a strong voice for our children. I really appreciate the time they spent with us to make us feel an immediate part of a much larger organization.”

Research has taught us that young children need support and guidance from caring, consistent adults. Turnover in the leadership position of a center can cause instability, stress, and lack of direction that impacts the quality of the children's learning environment. Many new center directors have little business experience and find the transition from a lead teacher to a director difficult. Lack of significant training and support reflects in poor management of finances and personnel. The inability to guide, supervise, and train staff can result in a decrease in quality and increase in staff frustration and turnover.

Our goal is to create a community of learners where adults will inspire other adults, such as staff and parents, to think out of the box and create

a more meaningful learning environment for children. One of the benefits I have observed is that the new directors are leading with core values and a vision for change. Although they are new directors to their current programs, they value respect, fairness, integrity and commitment. Through membership at NCAEYC, they are exposed to research, networking and collaborative opportunities that will help to grow them professionally.

NCAeyc staff was thrilled to hear that the directors benefited from their visit as well!

“I very much enjoyed our visit to your office, and found Lorie Barnes to be a thoughtful and enthusiastic advocate for the children of North Carolina and for child care professionals, as well. Through education, I discovered a sense of pride in my profession. Through NCAeyc, I now know where to turn to find support, continuing education and training, and access to current events that may affect our industry. The NCAeyc serves our state well as a strong voice for our children. I really appreciate the time they spent with us to make us feel an immediate part of a much larger organization.”

Nancy Lehman, Director

“I was pleased to attend the field trip to NCAeyc. One of the things that I was excited about was how to train my teachers to become leaders. How to help them make sure they are taking care of themselves first so that they will be able to care for the children. I was grateful for the opportunity to learn about the up-coming conference and I would definitely like to try to attend.”

Yolandra Powell, Director

“It helps the professionals in early childhood know that they are appreciated and this is very hard work. It is ‘Beyond Babysitting’. I love the NCAeyc Jobslink and I came to know that we can advertise on their website which is a great resource. The Young Children Magazine is full of wonderful articles and it can be a great resource for early childhood professionals. I learned that a child will never remember what you said to him and how you said it, but he will always remember how you made him feel. Children are very tender at any age so we need to be very cautious in our dealings with them.”

Dyuti Bhargava, Director



MEMBERS OF THE LEADERSHIP ACADEMY VISIT THE NCAEYC OFFICE IN RALEIGH

The following is the third of a four part article series, which examines leadership processes of a non-profit board of directors (the board) that expressed a desire to increase member participation. As a member of the organization represented by the board, a participant-researcher methodology was employed in order to better understand the relationship between board leadership structures and processes, and the level of participation among the larger membership. This study is framed within the context of early childhood education to provide local affiliate leaders thoughts and considerations for working to increase their member participation.

The third part of this series describes input gained through interviews with board members. Each interviewee was asked some or all of the following questions:

1. What is your personal leadership philosophy? What is your personal leadership style?
2. What is the vision of the board?
3. How does the board go about realizing its vision?
4. How would you describe the current leadership structure of the board?
5. Do you believe that the current leadership structure has any impact on member participation in the organization?
6. In what ways does the current leadership structure encourage or discourage member participation?
7. Can you identify any leadership structures or practices that might serve to increase member participation in the organization?

Following is a narrative summary of several of the interview responses.

Some board members see themselves as more of a follower, describing that leading is hard because it's listening more than doing. Rather, the preference was to take ideas from other people and be the doer. Both leadership philosophy and style involve working with others, including a belief in the idea of a collective voice. Leadership involves engaging other stakeholders who share a concern to define and frame the issue, gather information, dialog and consider issues. Different people with different perspectives are needed to consider important alternatives and come up with recommendations and scenarios. As a leader in such a situation, one pulls it all together, synthesizing and presenting options for people to do something. Present the collective effort with recognition of the collective effort. Provide advocacy and support. The philosophy is collaborative and making executive decisions was described as less comfortable. The board vision is what we are working on; we're still looking forward to find our niche. We have some ideas for leadership pieces, but are still unsure and learning. This reflects a lack of communication to new members. We have a diverse board with different views and angles. That is helping us realize where we need to go, but we don't have the big picture. My engagement with the board so far, activities and discussions at meetings, has shown it to be narrower than the intent. There are probably lots of barriers to a broader reach. The board tends to think about ideas they can implement versus ways to leverage resources and reach that other organizations could provide. We can't think, "What can we do?" but "What can we do with others?"

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The board has a traditional structure with a president and other officer roles. I'm really not sure of the representational structure. There is the assumption of representation for certain groups or sectors, and there are some committees but their structure is not clearly defined. We need to ask the general members what they need. This is connected to diversity of positions and roles. The more we include, we can act more appropriately. It helps to have something tangible, like discounts. We need to find out what benefits are wanted. We want to show appreciation and respect for the usefulness of the work. A problem in the structure is how people can get there to represent at the board meeting. This is a potential barrier to engagement given the constituency of the members. In general, boards engage people who are able to adapt to their structure. Structure is often based on assumptions more likely to fit a narrower segment of the population. The vast majority doesn't have the flexibility to engage. This is an inherent challenge of boards to structure themselves to engage the broadest participation. Boards are not always appealing to people. How can we make it meaningful and engaging? Many people aren't compelled because it doesn't excite them or tap into a passion. One way would be for the board to have a strategic retreat to think about the direction of the organization. Boards are about governance, resulting in a lack of engagement across boards. I have a sense that people don't feel engaged because boards come together and make sure the organization is doing what it must do, get reports, talk about finance, and plan events or activities. They provide a straightforward, management-focused oversight; a situation where you are given information versus the expectation of generative dialogue. This is where having a vision and mission help express what we are trying to do. How can we have the biggest impact given our limited size and resources? Who are our critical allies and partners? Engagement comes from people coming to a meeting to dialogue and idea generation happens. People need to feel that they are necessary for a perspective that is not represented by anyone else. They need to feel like their thoughts and experience move the organization forward, that their voice is necessary to generate possibilities and ideas. Then discussions will be engaging. People wonder if there is any difference whether they are here or not. The board is too standard. There is not enough dynamic and challenging debate. Boards have a heightened sense of civility. We need to develop a culture of debate and dialogue.

In the final installment of this series, I will analyze the observation and interview responses, providing suggestions for local affiliate boards to consider regarding structure and processes of shared leadership.

BOARD OF DIRECTORS

Executive Officers

President	Eva Phillips
President Elect	Dan Tetreault
Vice President/Membership	Pam Zornick
Vice President/Public Policy & Awareness	Catherine Lieberman
Secretary	Suzanne Mira-Knippel
Treasurer	Rhodus Riggins, Jr.

Members at Large

Western Region

Linda Caldwell
Isabel Taylor

North East Region

Emilie MacDonald
Consuellis Hawkins-Crudup

South West Region

Rachel Harkey
Karen Lounsbury

North West Region

Susan Suddreth
Amanda Vestal

Sandhills Region

Terrie Jordan
Linda Novak

South East Region

Krista Turner

West Central Region

Joanie Oliphant
Brenda Williamson

East Central Region

Doris Battle

Student Representatives

Barbara Gray
Tammy Hubbard

Local Affiliate Council Representatives

Deborah Kennerson-Webb

To contact any NCAeYC board member, please send an email to: generalinfo@ncaeyc.org.

» Letter From the Executive Director, continued from page i

This same framework can help us become intentional decision-makers beyond the initial application to children's development. As you read through each of the articles in this issue, consider how each component of the development mental model has broader implications. For example, I find it useful to consider this framework when thinking about NCAeYC membership. As AEYC members, we share certain universal needs and interests. This universal bond is what motivates us to strive towards excellence in early care and education. At the very same time, however, each member of NCAeYC is also unique. Each has his or her own unique strengths, interests and capabilities. It is NCAeYC's role as your professional association to be responsive to both universal and unique components. An even greater calling we have is to be responsive to the diverse contexts in which each of you are practitioners. NCAeYC serves members working with or on behalf of children birth through age eight. This reflects a broad array of settings, experiences, resources and roles to be considered. Within this framework, NCAeYC is dedicated to learning, growing and developing with the members we serve. One of the most important ways we serve you is through our Annual Conference. It is our hope that each of you will find that our 59th Annual Conference provides precisely what you need in your own professional development to help you achieve excellence in the early care and education of North Carolina's young children. Join us at the NCAeYC Conference in Raleigh, September 13 – 15 and see what develops!



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NCaeyc Local Affiliate Information

#	Name	Counties Served	Contact Name	Email Address
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126	Cape Fear	Brunswick/Columbus/New Hanover/Pender/Onslow	Sarah Flaherty	sflaherty@ec.rr.com or cfaeyc@yahoo.com
127	Piedmont	Forsyth/Stokes/Davie/Davidson	Paula Grubbs	grubbs.paula@gmail.com
128	South West	Mecklenburg/Union	Susan Butler-Staub	susanbutlerstaub@gmail.com
148	East	Beaufort/Martin/Pitt/Lenoir/Greene/Wayne/Jones	Ginger Thomas	gtaeyceast@yahoo.com
154	CRS	Cabarrus/Rowan/Stanly	Christy Hopkins	CHopkins5545@stanly.edu
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156-18	North West Mountains	Watauga/Avery/Ashe/Wilkes/Alleghany	Cindy McGaha	mcgahac@appstate.edu
156-22	North East	Northampton/Hertford/Bertie/Chowan/Perquimans/ Pasquotank/Dare/Camden/Currituck/Gates	Lorie Barnes	lbarnes@ncaeyc.org