SPRING 2016

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

stones

REagyc

Promoting and inspiring excellence in early care and education for over 60 years!

milestones

A Publication of the North Carolina Association for the Education of Young Children | SPRING 2016

CONTENTS

From the Presidentii
Developing Competency in Children's Health1
Embrace the Pyramid!3
Balancing Act: Building Sustainable Leadership5
Cutting-Edge Professional Development Bolsters New Federal Policy on Inclusion7
Picture This! Framing the Fun-da-mental Foundation of Early Childhood Education: From the Lens of Pat9
10 Tips for Framing up a Great Photo Day!11
Welcome Dr. Pamela Shue to DCDEE12
Get to know DJ Svoboda12
2016 Annual Conference13
NCaeyc Affiliates and Chapters15
We've Moved!15
Board of Directors16

STAFF

Executive Director Lorie Barnes | <u>Ibarnes@ncaeyc.org</u> Coordinator of Operations & Conference Christine Butler | <u>cbutler@ncaeyc.org</u>

North Carolina Association for the Education of Young Children 182 Wind Chime Court #104 Raleigh, NC 27615 919.510.5034 | 919.510.5033 (fax) www.ncaeyc.org

Article/Photo Submissions: If you would like to submit an article, article suggestion, or photo to be considered for publication, send it to **Ibarnes@ncaeyc.org**.

We welcome comments & suggestions: generalinfo@ncaeyc.org. Through Milestones, NCaeyc provides a forum for discussion of issues and ideas in our field in hopes of provoking thought and promoting professional growth. *Milestones* articles represent the views of the authors and do not necessarily reflect the positions of NCaeyc.

> Cover photo by Madison Lewis Communications Director White Plains Children's Center

From the Executive Director



BEING INTENTIONAL: CONNECTING PEOPLE, PRACTICE, AND POLICY

Intentionality in early education is about making informed decisions. Decisions that impact young children and families are most intentional when grounded in relevant, reliable, and research-informed resources. Through intentional decision making, educators are more effectively equipped to approach their work with increased professionalism. Increased professionalism improves outcomes for children. Increased professionalism and improved outcomes for children propel our field into a new era of early education. A new era of early

Lorie Barnes

education draws us closer to policy solutions targeting three long-standing issues important to our field: **quality, competencies and compensation**.

Organizations benefit from increased intentionality as well. In 2015, through the support of Blue Cross Blue Shield North Carolina Foundation, NCaeyc's Board of Directors and staff developed an innovative Strategic Framework to guide its work in serving members as the state affiliate for the National Association for the Education of Young Children (NAEYC). As NCaeyc continually increases our focus on serving members, we paradoxically increase our impact on the field at large. The theme for NCaeyc's 63rd Annual Conference reflects a serious commitment of our Strategic Framework: growing and strengthening connections between people, practice, and policy. The essential foundation of this commitment lies in an inspiring and diverse network of passionate early childhood educators connected through NAEYC (the nation's leading, largest and oldest early education professional association). When we join together as a community of professionals, we better impact those three critical public policy issues:

- 1. We increase our advocacy capacity and personal commitment to ensure <u>QUALITY</u> early care and education.
- 2. We take control of defining the <u>COMPETENCIES</u> that we as early education experts know to be most essential for good outcomes for children and should expect of ourselves and each other.
- 3. We amplify our voices as advocates for fair <u>COMPENSATION</u> as a field.

We invite you to be a part of an amazing professional development experience! NCaevc's Annual Conference is a time to refresh, renew, connect and commit. Select from over 90 sessions tailored to meet the diverse needs and interests of professionals in North Carolina. Immerse yourself in an exciting, engaging atmosphere of like-minded professionals committed to quality. Be inspired by peers and experts that will challenge and support you in growing your own professional capacity. Increase your ability and motivation to both immediately apply your increased knowledge and continually strive to improve your practice. Develop your decision-making skills so that you can effectively explain to others the "why's" and "how's" of high quality early education. Increase your impact as an advocate by learning to advance a public policy agenda through effective techniques and strategies. Strengthen and grow your own professional connections and get plugged into NCaeyc's Local Affiliates and Chapters so vou have access to year-round professional development experiences. Invest in your own well-being because in order to take care of others, you must first take care of yourself. Experience a fun, vibrant, celebratory, innovative, unique and high quality professional development opportunity!

Thanks to the generous support of our partners at the NC Division of Child Development and Early Education, we have an added value this year! Conference registrants will receive their own bound copy of our state's early learning standards, "Foundations for Early Learning and Development" (FELD).

Check out all the details at www.ncaeyc.org/conference .

From the President



Suzanne Hughes

PRO·FES·SION·AL·ISM PRƏ'FESHƏNLIZƏM

noun: the competence or skill expected of a professional.

"The key to quality and efficiency is professionalism."

If you look up the word professionalism, you will find something similar to the definition above. But, what is professionalism in the realm

of Early Childhood Education? What does it look like? Who are the

professionals? How do you become one?

Why are these terms and phrases so prevalent in our field? Do you use them? Replace them with words and phrases like early "childhood educator", "childcare provider", "the importance of preschool and kindergarten".

For far too long Early Childhood Educators have battled terms and phrases such as babysitter, just a preschool teacher, day care worker, it's only kindergarten, etc. Why are these terms and phrases so prevalent in our field? Do you use them? I challenge you to start with yourself. Make a conscious effort to remove these words and phrases from your speech. Replace them with words and phrases like early "childhood educator", "childcare provider", "the importance of preschool and kindergarten".

Professionalism begins with you.

What comes to mind when you think of high quality early childhood education? It looks like children engaged in learning through play. It is Developmentally Appropriate Practice in action. It looks like individuals advocating for the rights and needs of young children.

Professionalism begins with you.

Professionals in Early Childhood Education come in many forms. They include childcare center directors, community college and university instructors, trainers, business owners, researchers, principals, regulators, and teachers.

Professionalism begins with you.

Professionalism is as much a feeling as it is an act. Do you feel and act as though you are a professional on a daily basis? Professionals in early childhood education dress appropriately, they advocate for the needs of young children, they educate society about the value of early childhood and developmentally appropriate practice, they are members of professional organizations, and they continually seek to further their education, knowledge and skills.

Professionalism begins with you!



Developing Competency in Children's Health



The area of children's health can be seen as overwhelming and complex. Children's health is determined by the interactions of a multitude of influences, reflecting complex processes. These influences can be divided into biological, behavioral, and environmental (physical and social). With so much information and complexity, it may be obvious how difficult it is to develop awareness, comfort, and competence in this area or even any one of its sub areas. For the purpose of this article, we are defining the sub areas of children's health in early childhood and elementary school settings as Health Education, Nutrition Environment and Services, Employee Wellness, Social and Emotion Climate, Physical Environment, Health Services, Counseling, Psychological, and Social

Services, Community Involvement, Family Engagement, and Physical Education and Physical Activity (ASCD, 2014). For this article, our discussion will focus primarily on the areas of Nutrition and Physical Activity.

In order to tackle the complexity of the children's health area, child care providers and school teachers need to be provided access and opportunities to develop knowledge, skills, comfort, and competence in areas around Children Health. The need for professional development is well documented within the education system (Bright Futures, Caring for our Children, CDC Spectrum of Opportunity, Go NAP SACC, NAEYC) as a means to improve the workforce and the health of young children. Child Care providers and school teachers care about children's health and wellbeing but face several interrelated obstacles to getting children active and eating well. These obstacles include knowledge and skills, cultural preferences and beliefs, inadequate time, resource constraints, and limited family support (HSBS, 2012). Professional development, training, and general education in an area or many areas of children's health can help reduce some of these barriers, especially knowledge and skills. But don't forget, providing educational opportunities for families can also be important in making sustainable changes in the health of children in communities.

SPECTRUM OF OPPORTUNITIES FOR OBESITY PREVENTION IN THE EARLY CARE AND EDUCATIONAL SETTING

States typically specify how often and how many continuing education credits (CEU) and/or Contact Hour Credits (CHC) must be earned and the content areas for training in their licensing and administrative regulations. Many states specify a set of core knowledge and competencies that define what effective child care providers and teachers should understand and be able to do in order to be effective in their role. A few ways to incorporate obesity prevention strategies into preservice and professional development training include:

- Ensuring that educators at all levels are trained on nutrition, breastfeeding, physical activity, and screen time and that educational degree programs include this material in required coursework;
- Offering optional coursework in obesity prevention for those students interested in learning more about adult and child health;
- Requiring that state certification and continuing education programs incorporate nutrition, breastfeeding, physical activity, and screen time messages; and
- Developmer Funding Finance ccess to Healthy Environments Early earning prove Improved Nutrition, Adult Care Family Engagement Breastfeeding, Physical Food Activity and Screen Time Policies, Practices, Environments Licensing Emerging Opportunitie Administrative Regulations

Facilitylevel Interventions

Technica

Pre-service

Professional

4. **Offering optional training** in obesity prevention for certification and continuing education programs for those providers interested in going beyond minimum requirements. This can be incorporated as part of a state QRIS or special designation for providers and facilities.

GO NAPSACC PROFESSIONAL DEVELOPMENT

16.	Presch	hool children and	toddlers participate in planned	l lessons focused on building g	gross motor skills:*		
	🗆 Rar	ely or never	1 time per month	2-3 times per month	 1 time per week or more 		
	 Gross motor skills are physical abilities and large muscle control that children develop as they grow. Lessor to build gross motor skills may focus on children practicing skipping, jumping, throwing, catching, kicking, balancing, stretching, or other specific skills. 						
17.	Teach	ers talk with child	Iren informally about the impo	rtance of physical activity:			
		ely or never	Sometimes	Often	 Each time they see an opportunity 		
18.	Teach	ers and staff rece	ive professional development*	on children's physical activity	/:		
	Nev	ver	 Less than 1 time per year 	1 time per year	 2 times per year or more 		
	For this assessment, professional development on children's physical activity does not include training on playground safety. Professional development can include taking in-person or online training for contact hours or continuing education credits. It can also include information presented at staff meetings.						
	See list	and mark response Recommended ar	nounts of daily physical activity		ed the following topics:		
	See list	and mark response Recommended ar Encouraging child Limiting long peri Children's motor Communicating w	below.	for young children	ed the following topics:		
	See list	and mark response Recommended ar Encouraging child Limiting long peri Children's motor Communicating w Our program's po	 below. nounts of daily physical activity ren's physical activity ods of seated time for children skill development rith families about encouraging 	for young children	ed the following topics:		
)	See list	and mark response Recommended ar Encouraging child Limiting long peri- Children's motor Communicating w Our program's po ne	below. nounts of daily physical activity ren's physical activity dals of seated time for children skill development ith families about encouraging licies on physical activity	for young children children's physical activity 3–4 topics			
20.	See list	and mark response Recommended ar Encouraging child Limiting long peri Children's motor Communicating w Our program's po ne es are offered ed	 below. hounts of daily physical activity ren's physical activity ods of seated time for children skill development ith families about encouraging licies on physical activity 1–2 topics 	for young children children's physical activity 3–4 topics			
20.	See list	and mark response Recommended ar Encouraging child Limiting long peri- Children's motor Communicating w Our program's po ne es are offered ed ver Education can be	below. hounts of daily physical activity prof's physical activity bds of seated time for children skill development licies on physical activity licies on physical activity lices on children's physical lices than 1 time per	for young children children's physical activity 3–4 topics activity: 1 time per year	 5–6 topics 2 times per year or more 		
20.	See list - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	and mark response Recommended ar Encouraging child Limiting long peri- Children's motor Communicating w Our program's po- ne es are offered ed ver Education can be newsletter, webs tion for families of	<pre>below. nounts of aily physical activity nounts of aily physical activity ods of seated time for children skill development kill development licies on physical activity licies on physical activity licies on physical activity licies on children's physical licies than 1 time per year offered through in-person educ te, or bulletin boards.</pre>	for young children children's physical activity 3–4 topics activity: 1 time per year ational sessions, brochures, tip	 5–6 topics 2 times per year or more 		
20.	See list	and mark response Recommended ar Encouraging child Limiting long peri- children's motor Communicating w Our program's po- ne es are offered ed ver Education can be newsletter, webs tion for families c and mark response	<pre>below. nounts of daily physical activity per's physical activity ods of seated time for children skill development itif families about encouraging licies on physical activity</pre>	for young children children's physical activity 3–4 topics activity: 1 time per year ational sessions, brochures, tip cludes the following topics:	 5–6 topics 2 times per year or more 		
20.	See list	and mark response Recommended ar Encouraging child Limiting long peri- Children's motor Communicating w Our program's po- ne es are offered ed ver Education can be newsletter, webs tion for families of and mark response	<pre>below. nounts of aily physical activity nounts of aily physical activity ods of seated time for children skill development kill development licies on physical activity</pre>	for young children children's physical activity 3–4 topics activity: 1 time per year ational sessions, brochures, tip cludes the following topics:	 5–6 topics 2 times per year or more 		
20.	See list	and mark response Recommended ar Encouraging child Limiting long peri Children's motor Communicating w Our program's pone es are offered ed ver Education can be newsletter, websis tion for families Recommended ar Encouraging child Encouraging child Encouraging child Encouraging child	 below. below. nounts of daily physical activity ren's physical activity bds of seated time for children skill development ith families about encouraging licies on physical activity 1-2 topics Less than 1 time per year offered through in-person educt to, or bulletin boards. no children's physical activity in below. nounts of daily physical activity ren's physical activity 	for young children children's physical activity 3–4 topics activity: 1 time per year ational sessions, brochures, tip cludes the following topics:	 5–6 topics 2 times per year or more 		
20.	See list	and mark response Recommended ar Encouraging child Limiting long peri- Children's motor Communicating w Our program's pon- e es are offered ed rer Education can be newsletter, webs tion for families of and mark response Recommended ar Encouraging child Limiting long peri- children's motor	<pre>below. nounts of daily physical activity nounts of seated time for children skill development kill development 1-2 topics 1-2 topics 1-2 topics 2-2 topics 2-3 topics 2-3</pre>	for young children children's physical activity 3–4 topics activity: 1 time per year ational sessions, brochures, tip cludes the following topics:	 5–6 topics 2 times per year or more 		

Assessing professional development needs and planning for future opportunities enables educators to know more, provide more, and do more for children and families in the classroom, in centers and schools, and in the community. Best practices for education and professional development in early childhood focuses on providing specific information to children and families, including child nutrition, infant and child physical activity, breastfeeding and infant feeding, outdoor play and learning, and screen time. Within each of these areas there can and should be a variety of topics discussed (Ward et. al., 2014).

Developing a strong comfort level, understanding, appreciation, and overall competence in the area of children's health would be very difficult considering the constraints surrounding professional development (time, cost, needs), but it is important to understand the educator's need for breadth and depth in the professional development plan. Ever heard of the saying: A jack of all trades but a master of none? This idea can apply to planning for professional development. It is important to think about and develop a plan for professional development as a means to personal growth, progress, and overall vocational happiness. A possible example for developing a professional development plan in the area of children's health would be to start by engaging in a variety of children's health content areas (nutrition, physical activity, emotion health, physical environments, provider wellness, etc.)-this is the breadth. Once some initial knowledge, understanding, comfort, and skills are developed in a few

of these areas, it may be time to focus on an area of interest in one content area. Focusing more attention, time, and effort in an area like physical activity and active play will allow for the development of a more robust knowledge base, an increased level of comfort in a variety of topic areas within that content area (Recommended amounts of daily physical activity for young children;

Encouraging children's physical activity; limiting long periods of seated time for children; children's motor skill development; communicating with families about encouraging children's physical activity; policies on physical activity). This is the depth of professional development and can lead to overall competence/proficiency and allow for increased expertise in the content and topic area selected. In this way, educators can be more marketable in the workforce to fill specific needs within the child care center and/or school environment. Again, using the physical activity example, in elementary schools, administrators are looking for physical education teachers— and not just any teacher, but one who has specific education and training in kinesthetic learning and physical development to teach physical education

class. This example can be applied to the child care center and

family child care home in a similar way.

As children and families look to educators for answers and solutions around children's health issues, it is essential that these educators have the knowledge, comfort, and skills to provide the best possible experiences and opportunities. For more professional development opportunities in physical activity and active play, visit Be Active Kids at www.beactivekids.org.





Embrace the Pyramid!

PROFESSIONALISM AND THE PYRAMID MODEL

The last four issues of *Milestones* have examined the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children developed by the Center on the Social and Emotional Foundations for Early Learning. This framework for supporting children's social and emotional development includes resources which focus on building positive relationships and supportive environments, on targeted teaching strategies that promote social and emotional competencies, and on individualized interventions for those few children with persistent challenges who may need a bit more assistance with this developmental domain. Children who fail to develop adequate social and emotional competencies by age 5 are more likely to use challenging behaviors, to struggle in formal learning and require additional education supports, and often drop out of high school. They are less able to form stable relationships, have more trouble regulating strong emotions, and frequently experience substance abuse, poor physical health, and incarceration. When families and caregivers consistently use Pyramid Model strategies and techniques, they build a solid foundation for children's social and emotional development.

The Pyramid Model is supported at the foundation by an effective workforce: teachers who understand the value of supporting social-emotional development and deliberately include evidence-based pro-social teaching practices throughout their classroom. Some teachers utilize a few Pyramid Model strategies as classroom management techniques without even realizing their value in supporting social-emotional development. Once they fully understand the concepts of this domain, they are more able to use these strategies with intentionality and extend them to further enhance the prosocial supports of their classroom.

Some teachers, however, reject strategies or techniques suggested to help manage a challenging behavior or support social and emotional development, and often want to blame the child or the parent for the challenging behavior. These are neither 'bad' teachers nor 'bad' children. Change is hard, for adults and for children, and a change in teaching practices is not always immediately rewarded, either. Quite often, when a teacher changes the way she deals with a child's challenging behavior that behavior will get worse before it gets better. After all, the child only uses the behavior because it's worked at

Whether you hold a B-K teaching license, an Associate's degree in Early Childhood Education, or have completed only your early childhood credentials classes, the moment you accept the challenge of teaching you become part of that effective workforce the Pyramid Model is founded on.

least once to help the child attain some goal. When the behavior doesn't work, the child will often try harder to make it work again before finally revising their behavior. To be effective, teachers must be as consistent with their new teaching practice as the child has been persistent with their challenging behavior.



Merriam-Webster defines a professional as someone who performs work that requires special training, education, or skill. Whether you hold a B-K teaching license, an Associate's degree in Early Childhood Education, or have completed only your early childhood credentials classes, the moment you accept the challenge of teaching you become part of that effective workforce the Pyramid Model is founded on. You'll tie shoes and wipe noses. You'll teach ABCs and 1-2-3s. You'll get sticky hugs and forceful high fives, sing the same songs you learned as a child, and read favorite stories over and over again. And in addition to all these responsibilities, you'll also have the opportunity to build positive relationships with the children and their families and create a classroom environment that supports learning. You'll worry about the children that seem to need a little extra help, and, inevitably, you'll deal with a few challenging

behaviors. When that happens, be the effective professional: seek out knowledge on social-emotional development, wonder about the reasons behind the behavior, and don't hesitate to embrace changes you can make to your teaching practices that could result in a child's brighter future.

Join Early Ed for President!

Paige Moretz Child Development Director, Hasentree Country Club







With this being an election year, it's particularly important to elevate the conversation around early learning and public investments. Ensuring children birth through age 8 have equitable access to developmentally appropriate, high-quality early learning and ensuring that the early childhood education profession exemplifies excellence and is recognized as vital and performing a critical role in society are among our top priorities. As advocates, we must work together to ensure that early childhood as well as early childhood educators stands up and stands out. NAEYC has launched the Early Ed for President campaign and will support state and local efforts to expand advocacy efforts. Jamie Brown,

Join Early Ed for President!

Help us ensure candidates champion the power of early learning on the road to The White House.

www.earlyedforpresident.org

M.Ed., who attended, said, "I am encouraged by the number of people from across the US who took the time to learn and advocate for young children. It is imperative that we all continue to advocate for young children at the federal, state, and local levels."

This February, NAEYC welcomed 230 members to Washington, D.C. for the annual Public Policy Forum. Each state was given the opportunity to send a select group of members to represent their state. The Forum is a valuable way for members to get involved in public policy and advocate for advancing the early childhood profession.

NCaeyc was able to send a team of 9 representatives to the 2016 NAEYC Public Policy Forum. The representatives' policy experience ranged from little to very experienced. The forum began on Sunday, February 28th with an introductory session on Electoral Advocacy and was reserved for those new to policy work. Electoral Advocacy is performing advocacy efforts during an election year that are not geared toward the support or opposition of a single candidate or party. This session was very informative and particularly helpful for those of us new to public policy. Participants were oriented on what we can and cannot do when participating in electoral advocacy as a 501(c) 3, and how to effectively connect with staff, strategists and candidates.

Monday followed with presentations and discussions about policy to advance the profession. To begin the day, we heard from a panel to discuss the recommendations of the *IOM report & implications for policy and advocacy*. The more than 570-page report, *Transforming the workforce for Children Birth Through Age 8* explores the science of child development, particularly looking at implications for professionals who work with children. The 13 recommendations rest on a solid foundation of research, policy, and practice that are closely aligned with key elements of NAEYC's *Strategic Direction*.

Tuesday's Day on The Hill gave attendees the opportunity to meet with our legislators to build long-lasting relationships with their offices. The main talking points included the Child C.A.R.E. Act, Higher Education Act, and requesting additional funds in order to fulfill the goals, promises and requirements of the *Child Care and Development Block Grant* (CCDBG) that passed in December 2014. North Carolina's Senator Richard Burr was part of the bipartisan group of leaders who worked to get CCDBG reauthorized. Fortunately, NCaeyc team members were able to meet with Senator Burr's *Child and Family Issues Legislative Assistant*, Chris Toppings, as well as staff members of Congress Representatives across North Carolina.

Overall, the NAEYC Public Policy Forum is an opportunity for advocates to advance important policies federally and in our home state, get the tools, resources, and experiences needed to become a (more) effective advocate. First time participant Hannah Easter said "Before attending the NAEYC Public Policy Forum in Washington D.C., I felt driven to advocate for children and families, but didn't know where or how to make that happen. After attending, I felt equipped to begin my journey through advocacy." NCaeyc is committed to ensuring quality early care and education and providing opportunities for members to advocate across the state. We encourage you to contact NCaeyc about ways to get involved in your area!

Resources:

IOM report: http://www.naeyc.org/newsroom/pressreleases/NASreport Strategic direction: http://www.naeyc.org/files/naeyc/NAEYC_Strategic_Direction_2014.pdf

Balancing Act: Building Sustainable Leadership

Leadership requires commitment to the greater good of a company, a school, or a cause. Finding balance within life and within one's career can be quite challenging. Many leaders make sacrifices in order to make the most of their opportunities. With this said, leadership can be a blessing and a curse. It can bring hope to many and despair to those who choose to carry the many burdens laid at the feet of those who are chosen to lead.

Sustainability is a buzz word today—save the planet, save the environment, sustain the company, the economy, etc. "Personal sustainability comes by creating a foundation that allows you to end well—not just start strong" (Graves, 2012, p. 1). As leaders work hard to get to the top of the career ladder, many do not have a plan to stay there and maintain success as a professional and balance within their personal lives.

The Sustainability Assessment Tool for Leaders (Graves, 2012) is a tool that provides a review of leadership qualities and long term sustainability for effective leadership. "High achievers enjoy moments of satisfaction, but truly successful executives create ways to make their lives sustainable" (Sustainability assessment, 2012, para. 1). This tool is built on six principles which are:

- 1. Strategic Clarity: A life that operates with 20/20 vision in areas that matter most.
- 2. Business Contribution: A life that is engaged in meaningful, productive and fulfilling work.
- 3. Life Balance: A life that successfully juggles multiple opportunities and assignments.
- 4. Relational Quality: A life that is constructing a handful of heart-level relationships.
- 5. Spiritual Vitality: A life that pursues a vibrant relationship with God.
- 6. **Financial Fulfillment:** A life that shrewdly earns and stewards and invests resources (Sustainability assessment, 2012, para. 2)

DEFINING EACH DISCIPLINE/PRINCIPLE ASSESSED BY THE TOOL

Strategic Clarity

Discipline/principle one, strategic clarity, is described as "20/20 vision for the things that matter most" (Graves, 2012, p. 2). As leaders begin to strive for success, their goals may be very clear. Once those original goals are achieved that clarity and vision may fade. Re-establishing clarity for one's personal vision is important and begins with the establishment of new priorities from a long list of things that all seem important (Graves, 2012). As the Japanese Proverb says, "Vision without action is a daydream, but action without vision is a nightmare" (Graves, 2012, p. 2).

Business Contribution

Discipline/principle two is business contribution, which includes living a life of meaningful, productive, fulfilling work (Graves, 2012). This means putting your heart and soul into your work. Not everyone loves their work but a successful, sustainable career will bring joy and fulfillment to a leader. With this fulfillment, an inner peace will develop so that a leader can remain focused on the job at hand and bring their best effort to the table each day.

Life Balance

Discipline/principle three, life balance, includes maintaining balance between one's work and personal life. Carl Sandburg is quoted as saying, "Time is the coin of your life—it is the only coin you have, and only you can determine how it till be spent; be careful lest you let other people spend it for you" (Graves, 2012, p. 3). All leaders experience personal and professional demands. A sustainable leader knows how to find balance between the two so their personal life does not suffer due to their professional commitments.



Lisa Mabe Eads, Ph.D Program Coordinator for Early Childhood Education North Carolina Community College System Office

Relational Quality

Discipline/principle four is relational quality, which examines the quality of relationships that surround a leader. One examination of the quality of relationships is RQ—Relational Quotient. "Relational Quotient (RQ) is undeniably important to successful leaders which starts with recognizing the value of a relationship and being willing to invest and grow a few key relationships" (Graves, 2012, p. 5). Even motivational leaders like Anthony Robbins relate RQ to personal and professional success—the quality of your life is the quality of your relationships (Graves, 2012).

Spiritual Vitality

Discipline/principle five, spiritual vitality, is the connection of the human spirit to a larger spiritual existence. It can be described as the "who or what" that keeps us centered (Graves, 2012). This inclusion of faith into the assessment of sustainability allows for the inclusion of the health benefits related to having spiritual beliefs.

Financial Fulfillment

Financial fulfillment is the last of the six disciplines/principles examined by the tool. Financial fulfillment is in fact financial security and stability. It is making money yet not becoming greedy. It can also be defined as making enough to sustain a lifestyle without continuing the pursuit of money and power which could lead to risk-taking behaviors that would not promote sustainability.

CONCLUSION

Sustainable leadership is possible. However, as we climb the professional ladder, we must make a plan for how we will not only become leaders, but also how we will remain strong in our roles as leaders while also finding the life balance needed to be healthy—both mentally and physically. "Leaders who are rated by coworkers as having more balance between work and personal life are seen as significantly more effective in their roles" (Gurvis, 2012, para. 2). We must remember that we are setting examples for those whom we work with. Self-care must be a part of a strong leader's daily routine. Without it, we will most certainly exhaust and deplete our most precious natural resource—our strong leaders.

References:

- Graves, S.R. (2012, February 8). Six disciplines of personal sustainability.
 Retrieved from http://www.coachingbycornerstone.com/assessments/media/SixDisciplines.pdf
- Gurvis, J. (2012, February 11). Are balanced leaders better performers? Retrieved from <u>http://www.ccl.org/leadership/podcast/transcriptBalancedLeaders.aspx</u>
- Sustainability assessment. (2012, February 8).
 Retrieved from http://www.coachingbycornerstone.com/assessments/leadership.php

Other Recommended Reading:

- University of Texas Health Leader: Compassion Fatigue <u>https://www.uthealthleader.org/story/compassion-fatigue</u>
- Work and Life: Achieving Reasonable Balance http://www.educause.edu/Resources/CultivatingCareersProfessional/Chapter7WorkandLifeAchievingaR/10633

Sustainability is a buzz word today—save the planet, save the environment, sustain the company, the economy... Personal sustainability comes by creating a foundation that allows you to end well—not just start strong.

Cutting-Edge Professional Development Bolsters New Federal Policy on Inclusion

"All young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with appropriate support in meeting high expectations... Though this policy statement focuses on including young children with disabilities in early childhood programs, it is our shared vision that all people be meaningfully included in all facets of society throughout the life course. This begins in early childhood programs and continues into schools, places of employment, and the broader community."

-Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs

Effective PD must be intensive, performancebased, sustained, and affordable... It has to provide opportunities for feedback and be embedded within professionals' jobs.

Last year at a special federal panel at the National Early Childhood Inclusion Institute, the U.S. Departments of Education and Health and Human Services debuted a draft policy statement for increasing the inclusion of young children with disabilities in high-quality early childhood programs. While the Institute was at the epicenter of the new policy, innovative CEU-granting courses on inclusion also were in the last stages of development at UNC's Frank Porter Graham Child Development Institute (FPG).

"Inclusion has stalled in terms of implementation," said Pamela J. Winton, FPG senior scientist. "The new policy statement explicitly identifies a research-based roadmap for states and local communities to jumpstart progress toward making high-quality inclusive options a reality for all young children with disabilities—and it also aims to help their families."

To lead practitioners through several crucial aspects of that research-based roadmap, Winton and FPG's Chih-Ing Lim developed low-cost online CONNECT Courses for professionals who work with or support young children and their

families in inclusive settings. They launched the courses through FPG's Professional Development Center (The PDC@FPG), and five states already have approved the courses for state training.

CONNECT Courses include the free introductory Foundations of Inclusion, which North Carolina's Child Care Resource and Referral network utilizes statewide, as well as seven low-cost courses that award CEUs: Adaptations that Work; All, Some, and A Few: Tiered Instruction; Better Together: Powerful Family Partnerships; Communication for Professional Collaboration; Smooth Moves: Program Transitions; Storybook Conversations; and Weaving Inclusion into Everyday Activities.

Winton and Lim adapted the content for the online courses from FPG's CONNECT Modules, which have generated over 3,000,000 page views from 430,000 people worldwide. According to Winton, the new courses have found a variety of applications, including use in a hybrid model of training that also incorporates the modules.

"Individual users are taking the courses," Winton said. "And groups inside and outside North Carolina are using them, too, sometimes in tandem with the modules, which afford additional activities, resources, and opportunities for feedback."

Winton explained that creators of instructional content must continue to innovate with regard to delivery, because not everyone can afford an in-person, full-fledged coaching model for intensive professional development.

"The CONNECT Courses are an effective \$30 alternative," she said. "Especially since TA practitioners can reinforce the content by using the accompanying free modules with the teachers and providers who have taken the courses."

The new joint federal policy specifically calls for improving infrastructure and offering professional development to strengthen and increase the number of inclusive high-quality early childhood programs nationwide. In addition to noting CONNECT's online learning, the statement highlights key resources from FPG's Early Childhood Technical Assistance Center and FPG's National Professional Development Center on Inclusion.





FPG also provides training on the *Inclusive Classroom Profile*, a structured observation rating scale that assesses the quality of classroom practices that support young children with disabilities. "Other states are beginning to include quality indicators of inclusion as part of QRIS and are using the *Inclusive Classroom Profile*," Winton said.

Winton also said innovative professional development will be a cornerstone of efforts to move forward on inclusion in North Carolina and across the rest of the country. "Effective PD must be intensive, performance-based, sustained, and affordable," she said. "It has to provide opportunities for feedback and be embedded within professionals' jobs. We've designed CONNECT Courses when used in concert with CONNECT modules with these attributes in mind."

While CONNECT Courses have demonstrated utility alone and with the modules, Winton and Lim also wrapped them into the very fabric of the 2016 National Early Childhood Inclusion Institute. The popular three-day

conference has become the country's premier event for people from all early childhood sectors to come together to learn, share, and problem-solve about inclusion for young children—and it sold out more quickly than ever before when the price of this year's registration included free access to the courses.

The biggest barrier to inclusion is the attitude of the adults involved—and the first workshop, "Attitude Makes the Difference," addressed just that. It provided a series of activities and reflections to stimulate participants' thinking and to use in professional development. Experience workshops like this and more at the 2017 Inclusion Institute next spring.



- FPG's CONNECT Courses on Inclusion: <u>http://connect.fpg.unc.edu/connect-courses</u>
- FPG's Training on the Inclusive Classroom Profile: http://pdc.fpg.unc.edu/using-inclusive-classroom-profile-proficiency
- FPG's Early Childhood Technical Assistance Center: resources and information on inclusion: http://ectacenter.org/topics/inclusion/overview/overview.asp
- FPG's National Professional Development Center on Inclusion: <u>http://npdci.fpg.unc.edu/</u>

About the Author

Dave Shaw is communication director at Frank Porter Graham Child Development Institute. He also has taught writing and literature courses at the University of North Carolina at Chapel Hill and North Carolina State University, and for fifteen years he served as executive editor of a humanities journal at UNC.

Photos courtesy of Frank Porter Graham Child Development Institute.

@FPGInstitute
#2016inclusion

Picture This! Framing the Fun-da-mental Foundation of Early Childhood Education: From the Lens of Pat

It doesn't matter where you go or who you are in early childhood education, you have probably run into Pat Dunmire! The spiked hair, tan shorts and the big smile with her camera held high and turning heads with her signature greeting "Whoooo-hooo!" Pat will tell you: "Photo day is a big deal to me... it's when I get to meet amazing, dedicated staff and the kids... they get me every time!"

Picture Day with Pat and Carolina Portrait Pros begins about 4:30am. Loading the truck, a quick announcement on Facebook as to where Pat is heading, and a quick Wal-Mart run for candy for the staff. "Set-up is easy... we can set-up anywhere: playgrounds, lobbies, lounges, classrooms." For Pat it's the sparkly dresses, the play pants with patches on the knees, toothless grins, pouty poses and getting that one child with autism to give a half-second of eye contact. "School photos mean different things to different people. This one photo experience could mean the world for a child who is homeless, in foster care, migrant, or has special needs. That may be all they have!" With great emotion she says, "That little guy with Autism brings me a challenge... I work very hard for that moment but in the end, it is worth it to that child, his family and me as well." Pat explains that although she has no formal early childhood background, she GETS IT! Her actions and conversations are simple. "How children view themselves is how they view their world. I use my camera to speak to children and they respond."

"It's a special gift to have when you can get children to open up like that," says Carrie Bennett. Pat believes picture day should be child-guided..."I am in no hurry... sometimes, I have to come to the school and ride down the slide, give a few hi-fives, and listen to a story before the big day. If that's what I have to do, that's what I have to do!" Pat sits up straight and proudly speaks of the characteristics of natural, least restrictive environments. "I even know how to be a STAR... Smile. Take a deep breath. And Relax!"

CLICK, CLICK WITH THE CHILDREN

"I just give them the camera." Even with children as young as three years old, Pat will freely place a camera in their hands. "They can handle it." Pat believes photography should invite curiosity, conversation and fun. While kneeling or sitting, Pat is sharing vocabulary about the parts of the camera as well as techniques for holding the camera. "You find something they want to take a picture of and then you push the button. Okay now move your feet kinda like you're dancing, back and forth." Pat says the real joy is when she gives children the freedom to go at it. "You would be surprised at the awesome images they take, of hands, feet, rocks, yarn, door knobs all kinds of stuff we as grown-up are too busy to notice!"

Less than inclined to hand your digital camera over to your child? Here is a quick trick: cut a rectangle out of the front center of a Jiffy biscuit mix box to make a view finder. Pat explains that you can teach children how to hold the camera and at the same time capture insight on what the child is seeing.

FRAMING FOR FAMILIES

"When we go to these schools you see how cool the parents are. I welcome families on Picture Day because Picture Day is for everyone!" Carolina Portrait Pros knows that children are the pride and joy of their families. "I tell parents that on picture day, their kids become my kids." Pat chuckles when she talks about going to family meetings to discuss Carolina Portrait Pros and ask permission to be their school's photographer. "You know you can't win them all but when you get that dad and all those tots grabbing and thanking you or that grandma wanting to make a payment plan so she can get her babies' pictures, I can't help but want to give them my best." Pat shared about her recent trip to a Telamon Corporation TRC Head Start in Indiana. "They were so appreciative that I came from North Carolina just to take their children's and family pictures." Many of the migrant families travel up and down the eastern region doing physical labor on farms, picking apples, blueberries, pumpkins, ornamental and Christmas trees. "Those families work hard. They make sure I get food on my table. The least I can do is make beautiful photos of their babies." Pat ensures that portrait packages are affordable for all the families. She doesn't want families' decisions about their children's portraits to be influenced by their purse. "I want parents to know they are good enough, their clothes are good enough, and most importantly, that their children are good enough!"

HEY TEACHER, SAY CHEESE!!

"Teachers are amazing and we don't give them the appreciation they deserve. I go to so many schools and can tell when children are learning and been treated right." Over the past few years, Pat has learned that many programs require classroom staff to document children's learning and developmental progress. "Give me 15 minutes. I can show them how to have fun with the camera... just follow the child and get some great photos! Showing teachers how to get one photo can tell a lot. It's all about knowing what you are looking at and telling the story." Keisha Ridges, Owner and Center Director, says that Pat is a great resource to everyone. "I watched her take pictures. Now I'm taking more pictures. I don't want the 'say cheese' pictures, but rather the snapshots of the children building with their blocks, rocking their babies, playing in mud or doing a floor puzzle. I am better able to



support my staff in documenting and aligning with our NC Foundations."

SNAPSHOT THAT SUMS IT UP!

Jaime R. Kinner, Director of Sugar Grove Developmental Day School, sums up the amazing benefit of using Carolina Portrait Pros this way: **"I was one of those directors that hated picture day at my center and all the stress that comes along with it. We met Carolina Portrait Pros at the NCaeyc conference and asked Pat to come out and photograph our school. Pat built relationships with the staff and children... Thank you, Pat, for making picture day a fun day for my staff and the children.**"

Shawna Daniels, former Bright Horizons educator and now Technical Assistant Specialist with Child Care Services Association shares, **"Pat is the most energetic, loving and kind person I know. She has found a way to combine her love for photography into service for early education professionals, children and families. She serves with her heart and only wants the best for everyone, leaving smiles wherever she goes.**"

Carolina Portrait Pros is committed to serving early childhood programs throughout North Carolina. With over 20 years of smiles, stories and preschool photography experiences. "We are blessed beyond belief... We rise early, play hard, and know at the end of our day we captured the essence of a child's world."

SUGGESTED READINGS AND RESOURCES

- Picture This Using Photography as a Learning Tool in the Early Childhood Classroom: <u>https://www.researchgate.net/publication/254296042_Picture_This_Using_Photography_as_a_Learning_</u> <u>Tool_in_Early_Childhood_Classrooms</u>
- Getting the Picture: Using the Digital Camera as a Tool to Support: http://www.naeyc.org/yc/files/yc/file/201203/Luckenbill_YC0311.pdf
- The Power of Documentation IN the Early Childhood Classroom: <u>https://www.naeyc.org/files/tyc/file/Seitz.pdf</u>
- The Digital Camera NAEYC: https://www.naeyc.org/files/tyc/file/digital.pdf
- Homeroom: <u>https://gethomeroom.com/</u>
- Shutterfly: <u>https://www.shutterfly.com/classroom-share/?esch=1</u>
- 21 ways to use photos in the classroom: http://www.weareteachers.com/blogs/post/2015/04/08/21-ways-to-use-photos-in-the-classroom
- 100 ways to us a digital camera: http://www.scholastic.com/teachers/lesson-plan/100-ways-use-digital-cameras



visit us at www.carolinaportraitpros.com





10 Tips for Framing up a Great Photo Day!



It's A 1st! Remember Photo Day may be a first for a child, the family and even your staff!! Relax and Have Fun!

2

No worries! No hurries! We at Carolina Portrait Pros are not watching the clock our lens is definitely on the children!

K.I.S.S., Its Happy Hour! Keep It Simple, Silly! Less is definitely more when photographing little people. Plan ahead on space, time and know when your children "happy hours "are so we can make the experience pleasant!

E-motions! Giggles, Wiggles and Jiggles are AWESOME and they can do Posey Pics Too!! We are following the child's lead here. We strive for less frowns and more smiles!!

Ham It Up! Encourage families to let their children pick out their outfits from head to toe! Each child is unique and we want their amazing personality, temperament and style to flow and show! Oh yeah, if you wear your fancies don't forget to send play clothes for later.

Person First. Children with Disabilities and their families desire a photo experience with patience, respect and a photo mini-session that values them. We will individualize the session to adapt and accommodate to the child's needs.

Project Approach. Encourage your classroom staff to integrate Photo Day and photography into the curriculum. Great way to promote science, social studies, language and social-emotional development!

Talk About Time. Administration and staff need to communicate about arrival, breakfast, playground and even specialist schedules. Remember while our camera is clicking and the program clock is ticking!

Sick Children, Stay At Home. Illnesses occur we will return to capture that happy, healthy friend!

Be A S.T.A.R.—Smile. Take a deep breathe. And Relax! Photo day is about the experience. The process always equals a great product A BIG SMILE!

Welcome Dr. Pamela Shue to



Dr. Pamela Shue has been named the new Director for the Division of Child Development and Early Education effective Tuesday, January 19, 2016.

Dr. Shue has more than 25 years of experience in child development and early education. She comes to DCDEE from the University of North Carolina at Charlotte's Department of Special Education and Child Development, where she has taught graduate and undergraduate courses in early childhood development and education since 2008.

Please join us in welcoming Pamela Shue to the NC Division of Child Development and Early Education.







Listen to NCaeyc's interview with DJ now!

Get to know DJ Svoboda in our first edition of Wednesday Webinars

NCaeyc's new Wednesday Webinars offering gives you the opportunity to:

- Hear from the NCaeyc board, staff, and special guess experts periodically through the year
- Get comprehensive professional development resources at your fingertips
- Listen or watch on your schedule
- Grow as a member and connect with professional learning communities

For the first edition of Wednesday Webinars, <u>hear</u> <u>about DJ Svoboda and the story</u> <u>behind Imagifriends</u>, along with DJ's wonderful artwork that can be seen in this special interview with Lorie Barnes, Executive Director of NCaeyc.

New Wednesday Webinar Fan? Be on lookout for future Wednesday Webinars, which will be posted on Facebook, Twitter, and the NCaeyc blog.

Artwork by DJ Svoboda. Source: www.myimagiville.com

KEYNOTE SPEAKER: RAE PICA

What If Everybody Understood Child Development?: Straight Talk About Bettering Education and Children's Lives

Understand the connection between how kids grow and how they learn.



After 35 years as an education consultant, Rae Pica knows the importance of understanding the natural course of child development. As a Keynote Speaker, she keeps kids front and center as she provides thought-provoking commentary and actionable insights on topics critical to best practice in child development and education. Rae's engaging and energizing presentation includes opinions of

practice in child development and education. Rae's engaging and energizing presentation includes opinions of experts supported by research and anecdotal evidence as well as real-life stories shared by teachers and families. Be motivated and empowered to be a powerful advocate for children by sharing your knowledge and expertise in simple, yet highly effective ways.



ABOUT RAE: **Rae Pica** has been an education consultant (www.raepica.com) specializing in the development and education of the whole child, children's physical activity, and developmentally appropriate practice since 1980. A former adjunct instructor with the University of New Hampshire, she is the author of 19 books, including the text Experiences in Movement and Music, in its fifth edition; the award-winning Great Games for Young Children and Jump into Literacy and, most recently, What If Everybody Understood Child Development?: Straight Talk About Improving Education and Children's Lives.

Rae is known for her lively and informative keynotes and trainings and has shared her expertise with such groups as the Sesame Street Research Department, the Head Start Bureau, Centers for Disease Control, the President's Council on Physical Fitness and Sports, Nickelodeon's Blues Clues,

Gymboree, Nike, and school districts and health departments throughout the country. Rae also blogs for Huffington Post, is a member of the executive committee of the Academy of Education Arts and Sciences, and is cofounder of BAM Radio Network (www.bamradionetwork.com), the world's largest online education radio network, where she currently hosts Studentcentricity, interviewing experts in education, child development, play research, the neurosciences, and more.

NCAEYC PRE-CONFERENCE SESSIONS

Building on Foundations: Applying North Carolina's Early Learning and Development Standards to Support Children's Growth and Development

Presenters: Teressa Cameron Sumrall, Ph.D and Catherine Scott-Little, Ph.D

North Carolina Foundations for Early Learning and Development is intended to support teachers' efforts to intentionally promote learning and development among all children. Join us for this interactive session to hear how teachers across the state are using FELD and get practical ideas to help you enhance your work with children and families. Learn specific ways you can use FELD to support curriculum development, lesson planning and assessments for all children, including dual language learners and children with disabilities. Also learn how you can share information about FELD with families. In addition, the session will provide the latest information about resources and professional development opportunities to promote the use of FELD in North Carolina.



ABOUT TERESSA AND CATHERINE: Beginning in August 2016, Teressa Sumrall will be an Assistant Professor in the Department of Family and Child Studies at Appalachian State University. She has worked on a team with Catherine Scott-Little of UNCG and Sharon Lynn Kagan and Jeanne Reid of Teachers College, Columbia University on the standards analysis for the NC K-3 Enhanced Assessment Grant Consortium and a standards analysis for South Carolina's Department of Social Services. Her dissertation research examined preschool teachers' knowledge and implementation of the North Carolina Foundations for Early Learning and Development (FELDS). Teressa has worked as an Education Coordinator with Head Start and Migrant Head Start programs in North Carolina and in higher education at Victoria University in Melbourne, Australia. She received her B.S. and M.A. in Child

Development from Appalachian State University and her Doctorate degree from the Department of Human Development and Family Studies at the University of North Carolina at Greensboro. Catherine Scott-Little is currently a Professor in Human Development and Family Studies at the University of North Carolina at Greensboro. Working with Sharon Lynn Kagan and other colleagues at Teachers College, Catherine has completed several national studies on state-level early learning and development standards (ELDS), and has served as an advisor on ELDS in numerous states. Catherine completed her undergraduate degree in Child Development and Family Studies at the University of North Carolina at Greensboro and a Doctorate degree in Human Development at the University of Maryland at College Park. She worked as a Deputy Director of a large Head Start program and served as the director of the Expanded Learning Opportunities Project at the SERVE Center prior to joining the UNCG faculty.



Risk and Resilience: Promoting the Development of Emotional and Behavioral Self-Regulation in Children Birth to Five

Presenter: Betty Rintoul, Ph.D

This 5-hour training will focus on the how the caregiving environment in the earliest years contributes to risk and resilience in the developing child. We will learn how the brain develops in the context of early caregiving, with particular attention to the stress response and self-regulation. We will explore effects of different kinds of stress, from normal daily hassles to "toxic" stress such as domestic violence and child maltreatment. Finally, the training will present specific ways caregivers can support children's self-regulation and emotional resilience, even in the face of difficult circumstances.

Training methods include lecture, case illustrations, demonstration, and small group activities. The target audience includes early childhood care providers and educators, early intervention providers, home visitors,



early childhood mental health providers, and others who have the opportunity to influence the caregiving environments of children birth to five.

ABOUT BETTY: Betty Rintoul, Ph.D, is a clinical child psychologist whose career has focused on infants, toddlers, preschoolers, and their families. She has served as early childhood teacher, administrator, researcher, consultant, and therapist. Through her training initiative, Encouraging Connections, she provides engaging presentations with the goal of translating research to public policy and practices that will allow every child to receive the nurturing attention that builds the foundation for life success and well-being.



North Carolina's Affiliates and Chapters



NCAEYC AFFILIATE AND CHAPTER MAP

NCaeyc Board of Directors (BoD) Regions are noted with black outline

We've Moved!

NCaeyc's executive office location has changed, but everything else is the same.

182 Wind Chime Court, Suite 104 Raleigh, NC 27615

Phone: 919-510-5034 Fax: 919-510-5033 Web: <u>www.ncaeyc.org</u>

Board of Directors

EXECUTIVE OFFICERS

Get to know NCaeyc's Board of Directors by visiting our website

President	Suzanne Hughes	our website
Vice President, Membership & Local Support	Resha Washington	
Vice President, Public Policy & Advocacy	Beth Moore	
Secretary	Consuellis Hawkins-Crudup	
Treasurer	Krista Turner	

MEMBERS AT LARGE

Western Region	West Central Region	North East Region	North West Region		
Dr. Lori Caudle	Open	Sarah Prezioso	Dr. Lisa Mabe Eads		
East Central Region	South East Region	South West Region	Sandhills Region		
Gina Soceanu	Verena Howell	Ashley Reid	Open		
Student Representative LAC Representatives					
Krystal Yow	Myra Burrell and Susan Butler-Staub				

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

UPCOMING ELECTIONS FOR NCAEYC BOARD OF DIRECTORS

Please ensure both your membership and email address are up to date!

Call NCaeyc at 919-510-5034 or email Chris Butler at cbutler@ncaeyc.org to update your information. You can join or renew your membership at: www.ncaeyc.org/membership .

This summer, the ballot of nominees and link for voting will be sent via email so that all members can submit their electronic vote. **NCaeyc**

182 WIND CHIME COURT SUITE 104 RALEIGH, NC 27615

All issues of Milestones can be accessed at our ever-growing website: www.ncaeyc.org