



ncaeyc

North Carolina Association for
the Education of Young Children

An Affiliate of **naeyc**[®]

**EARLY CHILDHOOD
EDUCATION**

ACRONYMS

related to **NCAEYC and NAEYC**

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| NAEYC/NCAEYC | <p>National Association for the Education of Young Children Parent organization of NCAEYC, a state affiliate of NAEYC; largest professional membership association for early childhood professionals; establishes industry standards of excellence and code of ethical conduct; advocacy network with community, state and national opportunities to learn and be engaged</p> |
| Position Statements | <p>NAEYC Position Statements Position statements are an important tool that NAEYC uses to build understanding and support for significant issues related to early childhood education. NAEYC serves as a catalyst and consensus builder for complex and controversial issues to generate new knowledge and understanding.</p> |
| DAP | <p>Developmentally Appropriate Practice A book, a concept and a way of teaching developed by NAEYC that emphasizes child-focused, responsive care and education practices that foster well-being and healthy growth</p> |
| DAPA | <p>Developmentally Appropriate Practice for Adults NCAEYC's DAPA is our framework for designing and implementing high quality, impactful, enriching professional development experiences for early childhood professionals. We strive for our programs and services to be connected, intentional, engaging, and cumulative within a strong and thriving professional network. DAPA is intended to improve practice and increase professionalism through strong networks of committed early education professionals working with or on behalf of young children Birth through age 8 and their families.</p> |
| Code of Ethics | <p>Code of Ethical Conduct NAEYC guidelines and principles that inform decision-making in response to problems and dilemmas; provide a common framework to establish expectations for early childhood professional conduct</p> |
| HPIO | <p>High Performing Inclusive Organization NAEYC position statement outlining a shared commitment to always strive to be a highly functioning organization by adopting a set of principles to define key characteristics of high-performing inclusive organizations. These principles exemplify NAEYC's mission and vision as an Association that is enriched by and continually grows from its ongoing commitment to diversity and inclusion as a core value.</p> |
| P2P | <p>Power to the Profession Power to the Profession is a national collaboration, led by NAEYC to define the early childhood profession by establishing a unifying framework for career pathways, knowledge, and competencies, qualifications, standards, and compensation.</p> |
| Accreditation | <p>There are two voluntary forms of NAEYC Accreditation that reflect commitment to and achievement of highest standards for Early Childhood Programs and Higher Education. While we have no administrative, regulatory or fiscal role, NCAEYC encourages, promotes and advocates for NAEYC Accreditation in NC.</p> |

related to Professional Development

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| PD | Professional Development Ongoing relevant and meaningful opportunities for growth and development within one's chosen profession. |
| CEU's | Continuing Education Units Type of credit awarded for professional development training by an IACET Accredited body; typically required to maintain teacher licensure; 10 contact hours = 1 CEU |
| Contact Hrs | Contact Credit Hours Type of credit awarded for professional development training required and authorized by DCDEE |
| RFP/RFA | Request for Proposals or Request for Applications Open process for soliciting interested individuals or groups to submit for business contracts, service agreements, program proposals or conference presentation proposals |
| MOU/MOA | Memorandum of Understanding/Memorandum of Agreement A bilateral or multilateral agreement between two or more parties. It expresses a convergence of will between the parties, indicating an intended common line of action. It is often used in cases where parties either do not imply a legal commitment or in situations where the parties cannot create a legally enforceable agreement. |
| TA/PD | Technical Assistance/Professional Development Supports and training provided to early childhood professionals to increase their skills, knowledge and practices; may include coaching and mentoring as strategies to support individual growth |
| CLASS | Classroom Assessment Profile A research-based approach for improving teaching practices and teacher-child interactions so that children learn and achieve more |
| CSEFEL | Center for Social Emotional Foundations of Early Learning Focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. |
| CD | Conscious Discipline Early education resources by Dr. Becky Bailey grounded in brain science and designed to support the healthy social-emotional growth and development of young children. |
| BAK | Be Active Kids Signature project of Blue Cross Blue Shield Foundation of NC housed at NCAEYC that promotes healthy, active experiences for children Birth–8 years |

related to Higher Education/Institutions of Higher Education

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| HE/IHE | Higher Education/Institutions of Higher Education Degreed programs within Community Colleges, Colleges and Universities both private and public |
| Articulation | Formal agreements between Universities and Community Colleges A system of transfer of degree credits for students seeking a higher degree |
| TEACH/WAGES | Teacher Education and Compensation Helps Funding resource that supports higher education degrees for early childhood professionals The Child Care WAGES® Project Education-based salary supplements to child care teachers, directors and family child care providers |

related to Division of Child Development and Early Education

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| DCDEE | NC Division of Child Development and Early Education State agency that oversees workforce, NC Pre-K, Child Care Subsidy, and regulates licensed child care |
| DHHS | Department of Health and Human Services State department that oversees NCDCEE, child care subsidy, Medicaid, etc. |
| Commission | NC Child Care Commission Appointed body that sets Rules and Regulations for licensed child care centers & family child care homes |
| Rules | Licensed Child Care Rules and Regulations for Centers and Family Child Care Homes Rules and Statutes set regulations for standards to be followed in licensed child care facilities http://ncchildcare.nc.gov/providers/pv_sn2_lr.asp for list of rules and laws |
| Star Rating | NC's quality indication system; ratings derived from points for Staff Education and Program Standards 1 (minimum) – 5 (highest) star rating for licensed child care facilities https://ncchildcare.ncdhhs.gov/Services/Licensing/Star-Rated-License |
| ERS | Environment Rating Scales ECERS Early Childhood; ITERS Infant Toddler; SACERS School Age Care Assessment instruments for child care and early childhood program quality |
| QRIS | Quality Rating and Improvement System A systemic approach to assess, improve, and communicate the level of quality in early and school-age care and education programs |
| A&N | Abuse and Neglect Report Early care and education professionals are "mandated" reporters and required to notify the Department of Social Services or DCDEE depending upon the situation https://www.sog.unc.edu/sites/www.sog.unc.edu/files/full_text_books/Mason_%20Reporting-Child-Abuse_complete.pdf |
| NC Pre-K | NC Pre-Kindergarten (Formerly known as More at Four) State program providing early education to qualifying children preparing to enter kindergarten; administered within DCDEE |
| EESLPD | Early Educator Support, Licensure and Professional Development EESLPD administers the Beginning Teacher Support Program, and the Licensure Renewal Program to support Early Childhood Lead teachers at each level of the licensure process - from the lateral entry BK license, to BK SP I (Initial) and SP II (Continuing) licensure |
| B-K | Birth-Kindergarten Teacher Licensure The North Carolina Birth-through-Kindergarten degree and license prepares early childhood educators to work with young children, from birth through age 5 years, with and without disabilities, including those at-risk, and their families. Required to be an NC Pre-K Teacher. |
| Foundations | Early Learning Foundations Comprehensive document of NC's early learning standards that guide programs in developmental needs and expectations for children birth through age eight |
| Subsidy | Child Care Subsidy Federal and state funding stream for working families that pays a portion of their cost for child care |
| CCDF/CCDBG | Child Care and Development Block Grant The Child Care and Development Fund (CCDF), also known as the Child Care and Development Block Grant, is administered by the U.S. Department of Health and Human Services (HHS). CCDF funds state efforts to provide child care services for low-income family members who work, train for work, attend school, or whose children receive or need to receive protective services |

related to Department of Public Instruction

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| DPI | NC Department of Public Instruction State department that oversees K-12 public school system |
| OEL | Office of Early Learning State office within DPI that oversees early education programs and services, including children with exceptional needs |
| KEA | Kindergarten Entry Assessment It is formative assessment administered by teachers in the classroom during the normal course of daily instruction covering five domains of child development: approaches to learning, language development and communication, cognitive development, emotional and social development, and health and physical development. |
| ESSA | Every Student Succeeds Act Signed into federal law in December 2015, bolsters federal support for early learning and provides opportunity to strengthen the birth-through-third grade continuum – a critical strategy to improve third grade reading proficiency |
| Title 1 | Federal policy intended to close the achievement gap for at-risk and low-income children The U.S. Department of Education provides supplemental funding to local school districts to meet the needs of at-risk and low-income students http://www.ncpublicschools.org/program-monitoring/title1A/ |
| LEA | Local Education Agency Public board of education or other public authority legally constituted within a state to either provide administrative control or direction of, or perform a service function for public schools |

related to Exceptional Children

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| EC | Exceptional Children Children with diagnosed special needs that qualify for individualized educational supports & accommodations |
| EI | Early Intervention State and federally funded educational support for children with disabilities (Part B for 3-5 year olds; Part C for 0-3 year olds) |
| CDSA | Child Development Services Agency Regional early intervention centers across NC for infants and toddlers with developmental disabilities or delays; offers evaluation, treatment, service coordination, and consultation services to families of children birth to 36 months of age |
| IEP | Individualized Educational Plan A plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services. |
| IFSP | Individualized Family Service Plan A plan for special services for young children with developmental delays. An IFSP only applies to children from birth to three years of age. Once a child turns 3 years old, an Individualized Education Program (IEP) is put into place. |

related to Head Start

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| HS | <p>Head Start A federally funded, comprehensive preschool program designed to meet emotional, social, health, nutritional and psychological needs of three and four year olds and their families</p> |
| EHS | <p>Early Head Start A federally funded, comprehensive program serving families with children ages birth through three and low-income pregnant women</p> |
| NCHSSCO | <p>NC Head Start State Collaboration Office Housed in the NC Office of Early Learning at DPI through a federal grant from the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services.</p> |
| NCHSA | <p>NC Head Start Association The North Carolina Head Start Association (NCHSA) represents 59 federally funded Head Start Grantees across North Carolina</p> |

related to State Agencies and Organizations

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| NCPC/Smart Start | <p>NC Partnership for Children, Inc. State agency that oversees and administers Smart Start across a statewide network of county or regional "Local Partnerships" that deliver services for children 0-5, their families, and early educators by giving communities local control to determine the best approach to achieving outcomes.</p> |
| The Foundation | <p>The NC Early Childhood Foundation Nonprofit advocacy organization dedicated to issues of early childhood education in NC that impact a strong foundation for lifelong health, education and well-being supported by a premiere birth-to-age-eight system.</p> |
| Pathways | <p>Pathways to Grade Level Reading Initiative led by the NC Early Childhood Foundation designed to achieve outcome that all North Carolina children, regardless of race, ethnicity or socioeconomic status, are reading on grade-level by the end of third grade, and all children with disabilities achieve expressive and receptive communication skills commensurate with their developmental ages, so that they have the greatest opportunity for life success.</p> |
| CCR&R | <p>Child Care Resource and Referral State system that provides resource and referral resources through three agencies: CCSA (Child Care Services Association); CCRI (Child Care Resources, Inc.); and Southwestern Child Development Center</p> |
| The Institute | <p>NC Institute for Child Development Professionals Nonprofit agency that administers the NC Early Educator Certification (EEC) whose mission is to promote the implementation of a comprehensive professional development and recognition system that links education and compensation for the child care workforce to ensure high quality care and education services for children and families.</p> |
| NCIMHA | <p>NC Infant Mental Health Association The only statewide organization dedicated specifically to the healthy emotional, cognitive and social development of children prenatal to five years old</p> |

related to Advocacy and Public Policy

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| The Coalition | <u>The North Carolina Early Education Coalition</u> <i>Nonprofit advocacy group dedicated to advancing quality and affordability of early care and education young children 0-5, their families and communities</i> |
| ECAC | <u>NC Early Childhood Advisory Council</u> <i>Within Office of the Governor serves as an advisory body on issues of early childhood education</i> |
| GA/Legislature | <u>North Carolina General Assembly or NC Legislature</u> <i>Elected body comprised of Senate and House of Representatives that sets law and determines budget</i> |
| Moms Rising | <u>Moms Rising</u> <i>Advocacy organization dedicated to issues of children and families</i> |
| LCCA | <u>NC Licensed Child Care Association</u> <i>Membership organization whose focus is on the people who own and operate child care centers on a daily basis.</i> |
| NCAE | <u>NC Association of Educators</u> <i>Membership organization that acts as a voice of educators and public school employees in the state</i> |
| NC Child | <u>NC Child</u> <i>Advocacy organization dedicated to issues of children birth through young adults</i> |