



ncaeyc

North Carolina Association for the Education of Young Children

An Affiliate of **naeyc**[®]

**EARLY CHILDHOOD
EDUCATION**

ACRONYMS

related to **NCAEYC and NAEYC**

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

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

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

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

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

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

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

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

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

Definitions related to Equity in Early Childhood Education

ability	<p>The means or skills to do something. In this position statement, we use the term “ability” more broadly than the traditional focus on cognition or psychometric properties to apply across all domains of development. We focus and build on each child’s abilities, strengths, and interests, acknowledging disabilities and developmental delays while avoiding ableism (see also ableism and disability)</p>
ableism	<p>A systemic form of oppression deeply embedded in society that devalues disabilities through structures based on implicit assumptions about standards of physical, intellectual, and emotional normalcy</p>
agency	<p>A person’s ability to make choices and influence events. In this position statement, we emphasize each child’s agency, especially a child’s ability to make choices and influence events in the context of learning activities, also referred to as autonomy or child-directed learning.</p>
bias	<p>Attitudes or stereotypes that favor one group over another. Explicit biases are conscious beliefs and stereotypes that affect one’s understanding, actions, and decisions; implicit biases also affect one’s understanding, actions, and decisions but in an unconscious manner. Implicit biases reflect an individual’s socialization and experiences within broader systemic structures that work to perpetuate existing systems of privilege and oppression. An anti-bias approach to education explicitly works to end all forms of bias and discrimination.</p>
classism	<p>A systemic form of oppression deeply embedded in society that tends to assign greater value to middle and upper socioeconomic status and devalue the “working” class.</p>
culture	<p>The patterns of beliefs, practices, and traditions associated with a group of people. Culture is increasingly understood as inseparable from development. Individuals both learn from and contribute to the culture of the groups to which they belong. Cultures evolve over time, reflecting the lived experiences of their members in particular times and places.</p>

Definitions related to Equity in Early Childhood Education

<p>disability and developmental delay</p>	<p>Legally defined for young children under the Individuals with Disabilities Education Act (IDEA), disabilities include intellectual disability; hearing, speech or language, visual, and/or orthopedic impairment; autism; and traumatic brain injury. Under IDEA, states define developmental delays to include delays in physical, cognitive, communication, social or emotional, or adaptive development. These legal definitions are important for determining access to early intervention and early childhood special education services. The consequences of the definition can vary based on the degree to which they are seen as variations in children’s assets or the degree to which they are seen as deficits. (See also ableism and ability)</p>
<p>diversity</p>	<p>Variation among individuals, as well as within and across groups of individuals, in terms of their backgrounds and lived experiences. These experiences are related to social identities, including race, ethnicity, language, sexual orientation, gender identity and expression, social and economic status, religion, ability status, and country of origin. The terms diverse and diversity are sometimes used as euphemisms for non-White. NAEYC specifically rejects this usage, which implies that Whiteness is the norm against which diversity is defined.</p>
<p>equity</p>	<p>The state that would be achieved if individuals fared the same way in society regardless of race, gender, class, language, disability, or any other social or cultural characteristic. In practice, equity means all children and families receive necessary supports in a timely fashion so they can develop their full intellectual, social, and physical potential.</p> <p>Equity is not the same as equality. Equal treatment given to individuals at unequal starting points is inequitable. Instead of equal treatment, NAEYC aims for equal opportunity. This requires considering individuals’ and groups’ starting points, then distributing resources equitably (not equally) to meet needs. Attempting to achieve equality of opportunity without considering historic and present inequities is ineffective, unjust, and unfair.</p>
<p>equitable learning opportunities</p>	<p>Learning opportunities that not only help each child thrive by building on each one’s unique set of individual and family strengths—including cultural background, language(s), abilities and disabilities, and experiences—but also are designed to eliminate differences in outcomes that are a result of past and present inequities in society.</p>
<p>funds of knowledge</p>	<p>Essential cultural practices and bodies of knowledge embedded in the daily practices and routines of families.</p>
<p>gender identity</p>	<p>A social concept that reflects how individuals identify themselves. Traditionally viewed as a binary category of male/female linked to an individual’s sex, gender identity is viewed by current science as fluid and expansive. Cisgender individuals develop a gender identity that matches their legal designation. Transgender individuals are those whose gender identity and/or expression differs from cultural expectations based on their legal designation at birth.</p>
<p>historical trauma</p>	<p>“The cumulative emotional and psychological wounding over the lifespan and across generations, emanating from massive group trauma experiences.” Examples of historical trauma include the multigenerational effects of White supremacy reflected in colonization, genocide, slavery, sexual exploitation, forced relocation, and incarceration based on race or ethnicity.</p>
<p>inclusion</p>	<p>Embodied by the values, policies, and practices that support the right of every infant and young child and their family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to help them reach their full potential.⁷⁹ Although the traditional focus of inclusion has been on addressing the exclusion of children with disabilities, full inclusion seeks to promote justice by ensuring equitable participation of all historically marginalized children.</p>

Definitions related to Equity in Early Childhood Education

intersectionality	<i>The overlapping and interdependent systems of oppression across, for example, race, gender, ability, and social status. Intersectionality encourages us to embrace and celebrate individuals' multiple social identities. It also highlights the complex and cumulative effects of different forms of structural inequity that can arise for members of multiple marginalized groups.</i>
LGBTQIA+	<i>An acronym for lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and more, reflecting the expansive and fluid concepts of sexual orientation, gender identity, and gender expression.</i>
marginalization	<i>The process by which specific social groups are pushed to the edges or margins of society. Marginalized groups are treated as less important or inferior through policies or practices that reduce their members' economic, social, and political power.</i>
microaggressions	<i>Everyday verbal, nonverbal, or environmental messages that implicitly contain a negative stereotype or are in some way dehumanizing or othering. These hidden messages serve to invalidate the recipients' group identity, to question their experience, to threaten them, or to demean them on a personal or group level. Microaggressions may result from implicit or explicit biases. People who commit microaggressions may view their remarks as casual observations or even compliments and may not recognize the harm they can cause.</i>
norm, normative	<i>The definition of certain actions, identities, and outcomes as the standard ("the norm" or "normal"), with everything else as outside the norm. For example, the terms White normativity or heteronormative refer to instances in which Whiteness and heterosexuality are considered normal or preferred. Such norms wrongly suggest that all other races and sexual orientations are outside the norm or are less preferable. Art activities focused on filling out a family tree, with designated spaces for "mommy," "daddy," "grandma," and "grandpa," for example, may assume a two-parent, heterosexual household as the normative family structure. (While some research-based norms provide guidance regarding healthy child development and appropriate educational activities and expectations, these norms have too often been derived through research that has only or primarily included nonrepresentative samples of children or has been conducted primarily by nonrepresentative researchers. Additional research, by a more representative selection of researchers and theorists, is needed to develop new norms that will support equitably educating all children.)</i>
oppression	<i>The systematic and prolonged mistreatment of a group of people.</i>
privilege	<i>Unearned advantages that result from being a member of a socially preferred or dominant social identity group. Because it is deeply embedded, privilege is often invisible to those who experience it without ongoing self-reflection. Privilege is the opposite of marginalization or oppression that results from racism and other forms of bias.</i>
race	<i>A social-political construct that categorizes and ranks groups of human beings on the basis of skin color and other physical features. The scientific consensus is that using the social construct of race to divide humans into distinct and different groups has no biological basis.</i>
racism	<i>A belief that some races are superior or inferior to others. Racism operates at a systemic level through deeply embedded structural and institutional policies that have favored Whiteness at the expense of other groups. On an individual level, racism can be seen in both explicit and implicit prejudice and discrimination. Both individual and institutional acts of bias work to maintain power and privilege in the hands of some over others.</i>
resilience	<i>The ability to overcome serious hardship or adverse experiences. For children, resilience is promoted through such protective factors as supportive relationships, adaptive skill building, and positive experiences.</i>

Definitions related to Equity in Early Childhood Education

sexism	<i>A belief that some gender identities are superior or inferior to others. Sexism operates at a systemic level through deeply embedded structural and institutional policies that have assigned power and prestige to cisgender men and caring and nurturing roles with little economic reward to cisgender women, to the detriment of all.</i>
stereotype	<i>Any depiction of a person or group of people that makes them appear less than fully human, unique, or individual or that reinforces misinformation about that person or group.</i>
structural inequities	<i>The systemic disadvantage of one or more social groups compared to systemic advantage for other groups with whom they coexist. The term encompasses policy, law, governance, and culture and refers to race, ethnicity, gender or gender identity, class, sexual orientation, and other domains.</i>
White fragility	<i>A concept based on the observation that White people in North America and other parts of the world live in a social environment that protects and insulates them from race-based stress, heightening their expectations for racial comfort and lowering their ability to tolerate racial stress. Even small amounts of racial stress can be intolerable to White people and can trigger defensive actions designed to restore the previous equilibrium and comfort.</i>
xenophobia	<i>Attitudes, prejudices, or actions that reject, exclude, or vilify individuals as foreigners or outsiders. Although often targeted at migrants, refugees, asylum seekers, and displaced persons, xenophobia is not limited to these individuals but may be applied to others on the basis of assumptions.</i>