



dvaeycconnection

THE QUARTERLY NEWSLETTER OF THE DELAWARE VALLEY ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

PASSING THE BATON...

PLEASE WELCOME CAROL AUSTIN

From Patricia Baxter, DVAEYC Board Chair:

With early childhood education and publicly funded pre-k on the front burner of Philadelphia politics as well as of opinion and policy makers across the state, DVAEYC is continually grateful for your role in advancing early childhood education and proud to announce an exciting leadership transition.

Carol Austin, a former senior executive at the Philadelphia Youth Network, a multi-million dollar education and youth development non-profit organization, has become our new Executive Director effective, June 6, 2016. Carol is a dynamic woman with a lifelong dedication to advancing education policy in her adopted hometown of Philadelphia. As Carol puts it, "Great things start in Philadelphia—it's where it all started!"

From Carol Austin, DVAEYC Executive Director:

What has inspired me most in these last couple of weeks is the passion people have for this work, and the unbelievable talent that is here. I'm really impressed by the commitment of DVAEYC staff to empowering people in the field to really fulfill on being world class teachers, and providing world class opportunities for the children in their programs. I am excited, and ready to do whatever is needed so that teachers can deliver the best instruction, so they can really be empowered, so they can be paid as they deserve to be paid as professionals in the field.

My career has been spent working on behalf of children. It's been children on the other end of the age spectrum—just before they emerge as adults to go into the world. I've worked on redesigning high schools, and on youth workforce

development. That's been great work. But the opportunity to work with and on behalf of children on the beginning point of the spectrum, that really is the opportunity to change the world—because the kind of start we give them will make all the difference in the life that they get to live. It's unbelievable to me, the more I think of it, that I have this opportunity to impact children right at the beginning. It's a blessing.



I WANT YOU TO REALLY GET THAT IT'S THE WORK YOU HAVE DONE THAT'S BROUGHT US TO THIS POINT.

I'm coming at a time that Philadelphia seems ready to fulfill on its promise to the children of the city that we give them the very best and nothing but the best because that's what they deserve. Given that Philadelphia is the city of firsts, I love that this is the first city of its kind to fund early childhood education in this unprecedented way. At the same time, at the state level, we're advocating for a big increase in that budget so we can give high quality opportunities to all of our young children.

It's rewarding and fulfilling to be a part of all this. I am honored to get to be of service, to be able to stand on the shoulders of all of you who've been in this fight, some of you for decades. All the work that you have done—a pocket here, a program there—has brought us to this point. Now this is a national conversation. I want to honor the people who have been in the trenches for generations and for decades. I want you to really get that it's the work you have done that's brought us to this point. And it's not over. But we're finally ready to launch, and that's what we're doing. We're launching and fulfilling on our promise to the children in this city and this region. **Finally.**

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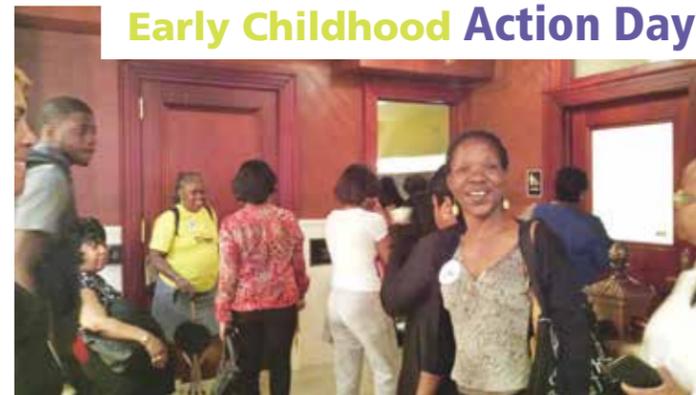
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VICTORY IN PHILADELPHIA!



Philadelphia early childhood advocates were critical in the big win in June for Mayor Kenney's universal pre-K plan. Thirteen City Council members ultimately stood up to more than \$4 million worth of beverage industry pressure to do the right thing for Philadelphia kids. The bill was signed into law on June 20. And now the next chapter begins, as the city prepares to deliver on filling 2000 high quality pre-K slots by January. DVAEYC was instrumental in building a foundation of good wages into the program, and is working hard, along with other ECE advocates, to ensure that the process is inclusive and ends up benefiting both early childhood teachers and the children in their care.



100 passionate ECE advocates converged on the Capitol in Harrisburg for Early Childhood Action Day, 2016. Though the crowd was smaller than in past years, many were veterans who knew exactly how to make the most of their time. Those who were new were excited to discover that legislators are just people, and got a taste for how they might build on this experience in the future. Congratulations to everybody who played a role, in Harrisburg or during Action Day at home.



All businesses spend, but in ECE we don't see expenses in our line items; we see

opportunities. Every crayon, block and book is an opportunity for children to learn. Every bottle of soap, bleach or sanitizer is an opportunity to move up in STARS. Every paycheck is an opportunity to bring back a loving individual to work with our youngest citizens. While this is all true, until we know how much of these expenditures can be assigned to an individual child (or full time equivalent) it leaves us simply hoping we have enough money to survive.

We hope that nothing breaks because we don't have the funds to fix or replace anything. We hope that our wonderful teacher who just completed her certification will not leave us for the local school district. We hope that CCIS rates will increase. I am a fan of hope, but not in business. I have never eaten a meal at a restaurant and overheard the wait staff saying, "I hope that gentleman pays the actual cost of the meal, not just what he feels it is worth." We are the only business sector that makes a habit of hoping we get paid enough, and because of this, we struggle.

The solution goes back to the simple lesson my mother taught me: know what each kid costs. Know the cost of the teacher who will stay with us and factor that into our cost; if \$10 per hour is not enough, then factor in \$15 or

BEST PRACTICE ECE Teacher Preparation "Gold Standard" FOR INSTITUTIONS OF HIGHER EDUCATION

A Project of the ECE Workforce Transformation Initiative

Based on our understanding of the needs of employers and students, and the identified gaps in our current system, ECEWTI created a Gold Standard for Institutions of Higher Education, to include:

- 1 Curriculum content speaks to local/state ECE sector.
- 2 Adequate coursework focused on birth through five, including infant/toddler.
- 3 Field placements that start early in the student's program so they can inform reflection in the classroom, and are located in high-quality ECE programs.
- 4 Tuition rates that take into consideration the ECE industry's current wages.
- 5 Flexibility and supports that allows for the participation of full-time workers and non-traditional learners.
- 6 Full articulation between two- and four-year degrees.
- 7 Accreditation by NAEYC (National Association for the Education of Young Children) and CAEP (Council for the Accreditation of Educator Preparation).
- 8 Ensuring that any on-site ECE programs meet the highest quality ratings.
- 9 Full-time faculty, and faculty with experience in the field.
- 10 Curriculum content that addresses inclusion of children with identified special needs.

whatever the appropriate number would be. Know that a playground will be needed in ten years, and factor saving for that into your cost. This may sound like a "dream" to many, but if we don't know what it costs to run our business, how do we know what to charge? As CCIS rates are being determined, as state budgets are being passed, as cities debate the idea of universal PreK, we must be able to provide them with an actual cost per child that will allow us to not just survive but thrive. Imagine if we actually made money? I am not saying all infant teachers will be dropped off to work in a chauffeur driven limousine, but I think all should be able to pay their energy bills without public assistance. Every afterschool staffer may not drive a BMW to work, but it would be nice if they didn't have to look through the couch cushions to find enough change for the bus. Let's stop feeding our struggle and feed our solution.

The only solution is knowing and demanding our true cost of care and collecting that on every available seat in our program. I challenge each of our members who handle a budget to come up with your true cost per child, including the pay scale that you *want* to pay, and provide *that* number to CCIS and your legislators. A worthy wage is all any of us really want, but until we factor that into our cost and can articulate our true cost per child, we will only be able to dream "What If We Made Money?"

REFLECTIONS ON BEST PRACTICES IN HIGHER EDUCATION

Cherie Crosby, Professor, Manor College

I am a proponent of making sure that ECE teachers have authentic experiences, and am proud of what we do at Manor. Instead of providing straight lectures, we give students experiences that actually include doing art, science, math and literacy. In our methods course for creative experiences, ED210, we review art techniques, including having students view videos of infants, toddlers and preschoolers working with paint and clay. We also incorporate studio time where students work with acrylics or oils and clay for a week or two to help them understand the importance of process art. In our science method course, ED214, students actually engage in science experiments that they can do with children. Often I'll take photos to document their learning and then use a technology tool such as Haiku Deck, so they build an understanding of how they can share learning with others. In our child development course, ED210, students do a case study following a child for the semester, where they learn how to do authentic assessments.

Field placements are the biggest challenge for us. Because our ECE students need a combination of night and day classes, scheduling is problematic. If they just do afternoon field placements, they're limited in what they see, and K-4 placements have to be before 3:00. Being a small program I can schedule the courses at times that work for them. We're also currently working on a partnership with a 4-year institution that would allow our students to complete their bachelor's degree right on Manor campus. This partnership would be an evening program and help address the needs of working students. The biggest challenge in PA as we move toward UPK is student teaching for certification. Working students are often not always able to do 14 to 16 weeks of unpaid work or student teaching. One idea is a year-long residency model where you are taking courses and doing field work at same time.

The Gold Standard for ECE higher education (see box) is a great thing. How do we get more people in higher ed on board? Having been a preschool teacher, EI teacher, and program director for over 14 years, when I came to higher ed I was a little shocked at their lack of knowledge of what we really do. STARS has been around since 2002 but higher ed, which places a greater focus on K-4, is just now catching up to it. I believe it is important that those who implement teacher prep need to have some real experience working in ECE and/or continue to stay connected to the field. On the flip side, the 0-5 community is not really connected with K-4. Both sides have a disconnect. We need to sit in each other's classrooms to know what's going on, and to blend our expectations—around reading, math, and social/emotional skills.

When the state changed the certification to P-4, they threw infant/toddler out into the wind. How do we help with that? How do we help all parties involved understand that teachers need to continue their education? We have to accept that, to be held/seen as a profession, teachers have to find a way to increase their credentials. A lot of students have great fears about the Praxis/PAPA test. I think we've made it worse for them with all the negative talk about the test. There's not enough talk that tells students: "You can do this." How can the state help with the tuition, as they did with TEACH, or do some loan forgiveness for ECE teachers? What will allow teachers to get out of work to go to school? We need to find creative ways to give support, such as finding a way for veteran teachers get credit for experience, so they don't have to start all over.

We really have to make sure that teachers in the early or middle part of their career are becoming advocates, so when administrators retire there is someone to replace them. How can we help teachers move into leadership outside the classroom? What kind of leadership opportunities do they have? If we're going to increase credentials and advocacy, we have to make teachers believe not only that obtaining their advance credentials is important but that we will support them as well. In addition, we need to have PD days where all centers close down get on the bus to Harrisburg to advocate for the field! Many directors/board/owners have already decided that this really does matter, but we need even more.

What If We Made Money?

ESTABLISHING THE TRUE COST OF CARE.

Tyrone Scott, DVAEYC Director of External Relations

My most vivid memory from childhood is my mother saying "You can only have one," as she saw me eyeing the TastyKake cupcakes she had purchased. "I work hard every day to make money for food, but you cannot just eat whatever, whenever. We can afford for you to eat one a day." We were not poor, but we definitely had to budget, and my mother ensured we only spent what we earned. She knew exactly how much she had to spend per week on my brother and I.

That lesson stuck. I find the simple idea of only spending what you earn to be a basic business rule that everyone should follow. Of course in order to do that, we must know both what we spend and what we bring in. However, as I work with more and more early childhood education providers, I find that this is not necessarily what we do. We spend....hope... and struggle.

Whether with family, group or center providers, the opening question to my "Cost of Quality" workshop is met with blank stares, confusion, and purposeful lack of eye contact: "What is your actual cost of care per child?" We can share what our tuition is, what CCIS pays, our PreK Counts rate. But we have real difficulty with our cost per child. This seemingly small piece of information could be the difference between our businesses surviving or failing and our staff growing and developing or turning over like burgers at a barbeque.

REFLECTIVE PRACTICE AT DVAEYC

Redesigning the way we evaluate our work

Peg Szcurek, Associate Director

For over two decades DVAEYC has been a champion for assets-based coaching. We believe that everyone grows best when mentored from areas of strength and mastery and that to scaffold adult learners where they need support is best practice—not unlike how we support the needs of children. This year we honed in on the idea that we should “practice what we preach”.

Last fall we began a process of reflection and conversation among managers about how to improve our employee appraisal system. At a winter all-staff meeting I presented on organizational culture and the importance of clearly articulated core values. We broke into small groups, and it was amazing to see how quickly we came to consensus on DVAEYC core values, which would now form the basis for how we would view performance at DVAEYC.

Here are our values:

Honor diversity: each person, each voice!

Demonstrate integrity.

Empower everyone.

Cultivate collaboration.

Strive for excellence.

We all agreed that we wanted to do away with our old performance appraisal system, which was a checklist of core competencies with a rating scale. Instead, we wanted to engage in a more reflective process where each staff member would consider his or her work and create a portfolio with sources of evidence based on our newly embraced core values. The portfolio became a catalyst for important dialogue with the supervisor about the work that was meaningful and important to the staff member. In particular, each employee was able to share significant achievements or work that challenged them. In addition, we discussed opportunities for growth, reviewed last year’s goals and set new ones. Finally, each job description was discussed to determine if there was a need for revision or additions.

This turned out to be a big improvement over our past practice! There was deep reflection and healthy conversation about areas of strength and achievement as well as areas where staff members needed additional support or more training—as the accompanying comments show. Goals were aligned with the goals of our strategic plan. We are looking forward to the next fiscal year where we can meet quarterly to review portfolios and engage in reflective supervision.

We hope that our experience might inspire you to keep your own portfolio as you prepare for your annual review. Or perhaps a program might choose to move to a more reflective performance appraisal system and use portfolios as a way to document meaningful work and learning.



Tyrone Scott

What if we started treating adults like children? Now I am not advocating for mandatory nap times (although I am not opposed to voluntary ones). I am advocating for using what we know about assessment to be transferred to adults. How many staff performance reviews feel like tests? Did you wash your hands for twenty seconds each time? Did you have five types of art supplies available? As we all know, traditional testing does not reliably show what an individual knows.

DVAEYC’s new portfolio-based system allows staff to share significant accomplishments and activities that might be missed in a traditional review. Also, when supervisors see what staff feels is important, they can more properly motivate staff and assess their own management style. Although I believe my supervisors would agree that I have met all of my formal job requirements, this year I was able to focus on successes in my non-traditional marketing and advocacy work as well. How often do I get to formally discuss my Twitter account? Or my involvement in the entertainment field? How often can you say that your social media made a difference in a tax vote?

Adults, like children, are happy to discuss their accomplishments and feel less threatened in a less formal environment. Let’s treat adults like children by helping them feel safe, and listening to them. I encourage people to think about a portfolio model of assessment.

Ashley Haneiko

Change always brings uncertainty. So when the plan for individual portfolios was introduced in lieu of the traditional “met”, “not met” reviews, I wasn’t sure what to make of it. Would this be better, more beneficial, more challenging? What would be the end result? The answers only came as I actually sat down and began piecing mine together. I started in the usual way: collecting positive feedback from the year, glancing over previous goals, scouring my email to jog my memory of the last few months. I didn’t really get to the core of this project until I began to reflect on the facets of my day-to-day work. I dug deeper and deeper into the reasons why I work here and why I value the specific tasks that I do. Checking boxes doesn’t leave much room for reflection. It’s much more beneficial to celebrate accomplishments (big and small), and to review challenges to allow for growth.

In a world of constant go, go, go, it’s often difficult to stop and re-charge and remember what motivates us every day. I can forget that I really enjoy helping my fellow co-workers and the community with various challenges in the field. The end result of my portfolio process was that I unintentionally gifted myself a renewed sense of purpose and appreciation for this incredible organization. It’s a puzzle piece, I’m a puzzle piece, a cog in the machine of our team working towards the same mission. I now look forward to growing my portfolio and seeing what next year’s reflection has in store.

Charlene Nolten

I enjoyed the experience of constructing a portfolio. The opportunity really made me think about all I have done over the last year, how proud I am of what I’ve accomplished, and what I would love to make more time for. Because of the executive director transition, I used this chance to also look back on my tenure with DVAEYC, knowing that information would be helpful to Carol as well. What a fun time to be creative! Yes, it took longer than just checking off boxes on a performance review, but the end product says so much more about me and my work here.

Ta’Mora Jackson

I found the portfolio review beneficial in many ways:

- By nature, I’m a very visual learner, so the format allowed me to complete a self-assessment in a way that feels natural to me; it allowed me to visually see where I need to improve.
- Creativity was encouraged by giving suggested topics and tips for organization instead of cookie cutter themes or a rigid structure.
- Collaboration was fostered by scheduling an all staff day where the framework was discussed, then time was made for groups and individuals to meet, share and work on organizing portfolios.

- Basing the framework on core values built momentum and helped to naturally streamline the choice of work samples.
- I love to talk and it was a great conversation starter.
- The review process feels more fluid, and the portfolio almost automatically becomes a living document that continues to be developed.
- The strengths-based approach, building confidence by focusing on the talents and skills I bring to the organization, makes it easier to discuss areas of growth and new skills I want to master. I am encouraged to step out of my comfort zone and try something new, without the fear of failing—an important strategy for an organization that should always be at the forefront of innovation in the field of early childhood education.

Lisa Schultz

As someone who works with NAEYC-accredited programs in developing administrative and classroom portfolios, I see the positive benefits of a portfolio in the assessment process. The development of a portfolio provides a guide for reflective practice for programs seeking NAEYC accreditation. It provides an opportunity for staff to tell the story of their program or classroom through documented evidence, to celebrate what they do well, and to reflect on their own practices.

I was excited when I first heard that we would be moving toward a portfolio system. Focusing only on annual appraisal forms can lead to misunderstanding and underappreciation of staff. As supervisors, portfolios provide us with an opportunity to have very open detailed year-round discussion with staff. They encourage staff to highlight their work and provide evidence on how it supports DVAEYC’s mission and core values. This process gave staff a way to share what they were most proud of and helped them identify their strengths and areas for future development. It provided visibility and clarified accountability related to performance expectations that annual performance appraisals do not allow.

As an employee, I got to reflect on my work moving forward and to assess the role I have played in supporting DVAEYC’s mission. I believe this system has the potential of increasing communication, accountability and performance.



Trauma Informed Practice

REFLECTIONS FROM A KINDERGARTEN CLASSROOM

Vicky Viscont, DVAEYC Quality Improvement Coordinator

The word **trauma** is being thrown around the education world a lot these days. But what does it really mean? Webster defines trauma as, “a very difficult or unpleasant experience that causes someone to have mental or emotional problems, usually for a long time.” Now this sounds pretty extreme, but in reality traumatic events are happening all the time. Understanding what trauma is, what can cause it, how it affects people, and how we can respond is at the root of engaging in trauma informed practice—and that understanding will help our children, our families and ourselves as well.

Hurt people hurt people. Everyone is bringing something to the table all day, every day, and those somethings will have an effect on people’s behavior, demeanor and ability to engage. When we look at children in the classroom, we may not know what their home life is like, how much they slept last night, if they ate dinner or breakfast, or if

they got to watch their favorite cartoon this morning, but we do know that we need to be a support to them, a caring, predictable, non-toxic space where they feel comfortable and safe. We also need to remember that trauma affects people differently; one person’s trauma may not be the same to someone else.

In a kindergarten classroom a couple of months ago, I noticed a boy sitting in the library by himself. This was a child who always came running over to say “hi” and was the leader of the classroom. I asked the teacher what was wrong and she brushed it off, saying he was just having “one of those days.” Because of my trauma training, I knew that it might not just be an “off” day. At clean up time, the child refused to clean up, threw the library books around and began crying. This was very unlike him. The teacher was concerned but saw this behavior as disruptive and asked him not to throw the books, which just made him more upset.

He and I then made eye contact, and I asked if he would like to come to the art area while the rest of the class did circle time. He agreed. I put out some paper and crayons, sat down next to him, and began to color calmly. I did not question him or pressure him to do or say anything. I was just trying to be there as a caring person in a safe space. After a couple of minutes, he picked up a crayon and began drawing what came to be a skate board. I asked if he had a skateboard, and he got upset again. I gave him a gentle look of understanding and without saying too much I continued to draw, giving him the time and space he needed to calm himself and feel safe. After a few more minutes he told me that he had a skateboard, but he was riding it outside last night and it got run over by a car. His dad tried to fix the wheel but he couldn’t, and they don’t have money to buy a new one. I said I bet that really upset him, and he said yes and that he really missed his skateboard.

I said, “It can feel unfair when our favorite toys break”. Just like that a smile came across his face and I could tell that he felt understood. He then drew and colored in a picture of his skateboard, put it in his cubby to take home, and joined the end of circle time. By me taking time to care about what he was feeling, giving him space to feel those feelings, reflect and acknowledge them, he was able to process his strong emotions.

I talked with the teacher later about what had happened. She was floored. At first she thought it was silly to be so upset over a skateboard, but she recognized that this was something important to him and she needed to validate those feelings. A couple of weeks later, another one of the children came into class not themselves. This time the teacher followed what I had modeled, giving the child a safe space and a caring person to be present with. The child worked through the feelings and was able to move through the day. The teacher could recognize that there was an underlying event causing the child to have such strong reactions, and by doing so was able to help the child connect internally and find some solace. Accepting that things will not always go smoothly, and that traumatic things are going to affect children in our classrooms on a daily basis, will enable us to better assist them in becoming strong, confident and empathetic.

Handling trauma this way can be a struggle with everything else that is going on in a classroom! But being open to the idea that it can affect all of us is a big step forward. We can avoid making assumptions and jumping to conclusions too quickly, and do all we can to connect with the children we encounter, especially those who are hardest to love. We can also ask for help when we need it, and take care of ourselves first and foremost, because if we are not feeling our best it’s hard to help anyone else feel theirs.



Jillian Adler, DVAEYC Quality Improvement Coordinator

The Emotional Life of the Toddler

I purchased my copy of *The Emotional Life of the Toddler* by Alicia Lieberman years ago as a textbook for a class called Human Development I. I was relieved that it was cheap and it quickly became my go-to recommendation for parents and professionals who were battling with a toddler. I had no idea that I would find myself re-reading the book years later, searching for insight into how to best react to my own vibrant and precocious toddler.

Lieberman’s book is a beautifully written portrait of the complexities of the toddler mind, and can be a powerful resource for parents, caregivers, and teachers. The book offers sections on relationships, temperament, separation anxiety, toilet training, discipline, and the importance of quality child care. Lieberman has this to say about boundaries:

The list of prohibitions [for toddlers] is nobody’s fault. It is a part of the long and often tedious process of converting a toddler into a person who will gradually learn to live according to the values and rules of his culture. No matter how thoughtfully parents childproof the house or how tactfully they divert a child to acceptable pursuits, there are still many “no’s” that need to be said fair and square. It is a small wonder that the toddler (being a fast learner) also feels compelled to announce his personal list of “no’s,” for the sake of fairness if nothing else.

As a psychologist, Lieberman is able to present information about toddler needs and parent reactions (the good and the less beneficial) alongside stories about specific toddlers she has worked with or observed. When I read the book as a student, I found many of the anecdotes funny, as I could recognize the behaviors of certain children in my life. In my second read, as a parent, I found more depth along with those laughs as I paid close attention to the importance of the adult reaction in each scenario.

At times, the book presents culturally-influenced concepts as if they are universal truths; this could be off-putting to a reader who does not subscribe to the same set of beliefs. Lieberman’s writing style, while elegant, can also present a challenge to readers who simply do not have much time to read. Yet the division into chapters and sub-chapters with big bold headings helps the reader easily find a section that provides insights into an issue they may be facing.

As caregivers and teachers, it is vital that we step up to meet the challenge of big toddler emotions with sensitivity and calm. Understanding and believing in toddlers’ needs is the first step to helping them learn boundaries in a safe and supportive way. *The Emotional Life of the Toddler* provides an opportunity to remind parents and professionals of the beauty and value of slowing down, meeting young children where they are and helping to guide them down their developmental path.

Membership Matters

As of June 1, we have 1685 members.

Thanks to all those who have renewed and welcome to the 140 new members:

- | | | |
|---------------------|-----------------------|-----------------------|
| Stephanie Alvarado | Carol Gesullo | Janelle Natson |
| Ashley Anspach | Amber Glover | Jennifer Nesbitt |
| Antonia Aponte | Tyeisha Goldsmith | Melissa O'Brien |
| Jill Armentrout | Jillian Goltz | Bernice Oscar |
| Luz Ayala | Christina Grant | Erin Park |
| Hollie Barattolo | Kevin Gray | Jennifer Pellak |
| James Barksdale | Myriam Gray | Glenda Perez |
| Donna Barndt | Lydia Greene | Beth Perretta |
| Diane Barr | Ashley Gunn | Markita Perrin |
| Komeh Beckham | Shaniqua Harris | Laura Polo Pereira |
| Joanna Bender | Deborah Hendrie | Amanda Potteiger |
| Kim Bergey | Pamela Hillbish | Ellen Pretlow |
| Kaitlin Bergey | Carolynn Ireson | Anne Pugh |
| Erica Billups | Janet Hinton | Angela Darlene Rapley |
| Marena Bondi | Jaminda Tiarra Horace | DeAnna Reid-Harden |
| Lora Bonhage | Linda Horace | Brittany Riggins |
| Desiree Bonkoski | Christina Humphrey | Minora Rivera |
| Shoshanna Brooks | Judith Kay Hunter | Angenetle Rodriguez |
| Rebecca Bussell | Jasmine Innss | Ammidah Ross |
| Latoya Byrd | Carolynn Ireson | Kierstan Rothsching |
| Antonia Castro | Natalie Jarrett | Maryann Saber |
| Destiny Childs | Valerie Jenkins | Keltouma Sahali |
| Tineka Christie | Marie Johnson | Mia Salvi |
| Bianca Cooper | Debra Johnson | Beth Schulman |
| Melissa Corbitt | Cynthia Johnson-Lewis | Denali Shook |
| Laura Coutts | Judi Jones | Allegra Simms |
| Symone Crews | LaKeisha Kenney | Tracey Skinner Gibson |
| Antonia Cuevas | Jainie Kpah | April Smith |
| Teanna Cutadean | Jurate Krokys | Tanya Smith |
| Victoria Deas | Cindy Kruse | Jessica Smith |
| Stephen Downs | Tracy Krutsick | Kennisha Smith |
| Kelsie Doyle | Denise Laguidara | Jesus Soto |
| Polina Dunkle | Nicole Latney | Tracy Spencer |
| Kimouya Ebanks | Pandora Lorenzi | Denise Spetrino |
| Hassida Emanuel | Alison Marie Loucks | Despene Stough |
| Pauline Ervin | Melanie Lozenski | Kaitlin Tanzos |
| Mariah Ervin | Valerie Madara | Aminata Tarawally |
| Denise Ferguson | Erin Martire | Tracey Teagle |
| Jaylee Rena Ferreri | Nadine May | Hannah Thompson |
| Natalie Fortune | Teeah McCall | Alisa Thompson |
| Angie Francois | Taneisha McKendrick | Alicia Vaux |
| Rachel Frasier | Haley Mead | Natashia Watson |
| Emily Freed | Melissa Meyers | Jazmin Watson-Aggie |
| Shaquill Fry | Lyudmila Migachev | Sharon Williams |
| Judith Gay | Ashley Mignone | Nieshaia Williamson |
| Judith Gerber | Latoya Monroe | Danielle Wise-Streter |
| Esther Geretz | Tania Morales | |

Enjoy your Member Benefits:

- Quarterly DVAEYC newsletter, *Connection*
- Bi-Weekly DVAEYC electronic newsletter, *eConnection*
- NAEYC Journal*
- Discounts on DVAEYC Conference and trainings
- Discounts on NAEYC Conference
- 20% discount on products in NAEYC’s catalog/store
- Free Membership to SharedSource PA
- Shop Becker’s School Supplies and receive an 18% discount at www.shopbecker.com with the special member promo code on your membership card.



The voice of early childhood education

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Celebrating a CHAMPION

On Thursday, April 28th, 2016, friends of DVAEYC gathered in the Liberty Ballroom of the Philadelphia Marriott Downtown to celebrate early childhood education at the Champions for Young Children event. DVAEYC's guest of honor was **Chris Cashman**, recently retired from Independence Blue Cross. Chris was a major supporter of the creation



of Success By Six™ while serving on the Board of Directors of the United Way of Greater Philadelphia and Southern New Jersey. SB6 is one of the largest programs in the region dedicated to improving early learning environments, and DVAEYC has been a SB6 partner since its inception. For that reason, DVAEYC was proud to honor Chris as our 2016 Champion for Young Children!

The evening featured delicious food and drinks, a live jazz trio, and a fabulous silent auction. The program began with remarks from Patti Baxter, DVAEYC's Board President, and Jill Michal, DVAEYC Board Member and representative of Independence Blue

Cross, Champions for Young Children's Presenting Sponsor. Trish Cashman from United Way GP&SNJ presented the award to her father, adding a special touch to the evening.

DVAEYC thanks all who celebrated with us—and a special thanks to our generous sponsors for supporting Champions for Young Children!



DVAEYC champions high quality early care and education for all young children (birth-eight) in Southeastern Pennsylvania through professional development, advocacy, and public engagement.

Patricia Baxter
President

Carol Austin
Executive Director

Pamela Haines
Connection Editor



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