Early childhood educators have been disrespected so long, that it’s hard to imagine another reality. For decades we were dismissed as mere babysitters, doing “women’s work” that had always been unpaid and therefore appeared to have little value. When changes did come, in the form of QRIS (STARS), our expertise and on-the-ground experience was largely ignored and we had to turn our attention and energy more and more to compliance with external requirements. The state budget crisis has been a nightmare. No one in power seems very concerned about the impact on young children of putting off the expansion of quality; and it is assumed that providers will just cover the costs of keeping our doors open no matter what.

We may be at a tipping point. There are signs that external respect is growing. When Governor Wolf was told that our ask was an additional $500 million investment to expand high quality early childhood education, he asked if that was an adequate amount. Philadelphia Mayor-Elect Jim Kenney has put universal high quality pre-K at the top of his agenda, and a plan is being developed as we go to press. National polls suggest that citizens support early childhood education as never before. Our new OCDEL director is a seasoned and feisty ECE advocate who is committed to listening to folks in the trenches and doing away with rigid rules that can’t be shown to impact quality.

While it’s great—and long overdue—to be getting more respect from others, maybe it’s time to take a hard look at self-respect issues in our own sector. We are so used to being disrespected that it’s easy to fall into disrespecting ourselves.

We need worthy wages – and we need to be worthy of those wages.

• What keeps us from demanding the respect (and resources) we deserve?
• Why are we less than clear about the level of performance in our field that is deserving of respect?

What if we all started talking about the true cost of quality – being sufficient to support starting annual salaries of $30,000? With lead teachers holding a BA at $50,000/year? What would it take to support a system built on appropriate, sustaining wages? What would having highly skilled and more consistent teachers mean for a child?

On the one hand, we should never be quiet about accepting less. Being willing to manage on what parents can afford to pay plus state subsidy dollars requires us to accept pay that is far less than what we deserve. On the other hand, we should be clear that the wages that are made possible by a higher per child cost must support only teachers who demonstrate that they are truly providing our young children with the highest quality in care and education.

As we move forward into the brave new world of expanded public investments, more rigor in teacher credentials, and sharper focus on child outcomes, we are reminded of the words said by early childhood expert and author Bev Bos years ago at a DV AEC conference: We need worthy wages — and we need to be worthy of those wages.

All we’re asking for is... a little respect!

Sharon Easterling, DVAEYC Executive Director

MOVING TOWARD WORTHY WAGES

<table>
<thead>
<tr>
<th>POSITION</th>
<th>SALARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aide</td>
<td>$16,000</td>
</tr>
<tr>
<td>Asst. Teacher</td>
<td>$20,000</td>
</tr>
<tr>
<td>Lead Teacher</td>
<td>$27,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POSITION</th>
<th>SALARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aide</td>
<td>$28,000</td>
</tr>
<tr>
<td>Asst. Teacher</td>
<td>$32,000</td>
</tr>
<tr>
<td>Lead Teacher</td>
<td>$50,000</td>
</tr>
</tbody>
</table>
…IN THE NATION

For the first time since No Child Left Behind was implemented in 1965, a new revision of the federal education act recognizes the importance of early childhood education. President Obama praised the new act for its commitment to early learning, saying: “We know that early years can make a huge difference in a child’s life, so this law lays the foundation to expand access to high-quality preschools.”

The new act also:
- makes permanent in law the Preschool Development Grants program
- requires states to align their academic standards with relevant early learning guidelines
- allows use of Title I funds for low-income children in early education programs that meet Head Start performance standards
- Encourages combining preschool and elementary school staff in professional development and planning activities
- Requires that states use at least 15% of their literacy grants for programs aimed at children from birth through five.

…IN THE REGION

The Philadelphia Universal Pre-K Commission received a boost with the election of Jim Kenney, who has made expanding pre-K a central plank in his program. Commission co-chair Sharon Easterling has been leading the effort to develop a plan to give access to free high quality pre-K to several thousand more children in the city. She comments on the potential and challenges of this big new effort:

“Universal Pre-K offers an amazing opportunity, as well as a significant challenge. We want high quality pre-K to be accessible to all children, and the city of Philadelphia is now in motion toward that end. Currently, however, most of the providers in the child care system don’t offer programs that meet high quality standards. We can do it, but everyone will have to be open to change and clear about what our youngest children need and deserve.”

ADOPT-A-LEGISLATOR

Many of our state legislators say that they support us, but it has taken an extraordinary amount of effort to keep funding for expansion of pre-K in the budget. And, even with the most optimistic funding level, we’re still far from reaching all the children who need it.

To be even stronger next year, let’s take some time this winter and spring, between bouts of budget blues, to make early childhood real for our state legislators.

Consider picking a child in your program—one who exemplifies the benefits high quality ECE, and whose parents are ready to engage—and have that one child adopt your legislator. Monthly photos and mailings from that one child, plus letters from the parent and an invitation to visit the program, can make the experience of early childhood real to the legislator in a very personal way.

Or adopt your legislator as a whole program, remember that they need to hear from us over and over again, and use the prompts below to be in touch on a monthly basis.

January: It’s cold outside! Shouldn’t every child have a chance to be in a program like ours? Do art work with winter themes, or what they love about going to school.

February: I love you! Encourage art projects or valentines that focus on who we love that takes care of us—our parents, our grandparents, our teachers.

March: Winds of change. We’re in the doorway between winter and spring, anticipating something we can’t yet see. Encourage art or projects on hopes or imagination.

April: We’re connected. Document field trips in the community, or visits that community leaders make to the program—with photos and artwork.

May: Little seeds are sprouting. Do seed-sprouting projects, with stories and art work from children showing how plants and people can start small, but grow big.

June: Numbers matter. Legislators are working with budget numbers that will impact small children. Demonstrate what the children know about numbers.

Contact information for your legislators can be found at www.tinyurl.com/palegis. For more information, go to www.prekforpa.org, or contact Tyrone Scott (tyrone@dvaeyc.org or 215-250-3910).

Pennsylvania is putting together a plan to implement the new requirements of the federal Child Care Development Block Grants (CCDBG), which has finally been reauthorized after twenty years. CCDBG has historically been a workforce support program, providing much of the funding for child care subsidy. Now it has become a child development support as well. The proposed state plan includes:

- Twelve month eligibility for child care subsidy, plus gradual phase out of support on loss of work, and greater prioritization of vulnerable children
- Pre-service and annual unannounced inspections for all providers receiving subsidy, including family and friend/neighbor caregivers
- Exploring the use of contracted slots, a “cost of quality” tool, and payment rates that can cover the cost of quality
- Supporting continuous quality improvement by realigning STARS standards and tiered reimbursement, and a more robust infant/toddler set-aside.

This, particularly the last two points, could be a pretty significant game-changer for the field.

Knitting Quality ECE into Our Systems
Our workforce is operating in less than ideal conditions. We are not happy with our compensation and working conditions. There is little support for career pathway progression. Our ECE programs and higher education are not in sync. Teacher education degree programs are not easily accessible. Many of us know these things intuitively, but it’s good to have them publicly named, with local data to back them up. That’s part of the mission of the Workforce Transformation Initiative (WTI) – a project of DVAEYC, the Public Health Management Corporation and Montgomery Early Learning Centers, funded by the William Penn Foundation.

These preliminary findings—gathered by talking with center directors, ECE teachers, staff at local colleges and universities with teacher education programs, and other key stakeholders—are not only intuitive. They are in line with the experience of other cities and states, and other low-wage sectors.

Central to the challenges in the ECE workforce is the issue of compensation. Salaries and benefits are so low in our sector that more than 60% of ECE workers nationwide depend on public benefits in order to make ends meet. Part of the WTI project has been the creation of a salary scale that pulls data such as what workers in other fields with similar credentials earn, what teachers in public school systems earn, and what teachers in our Philadelphia STAR 4 programs earn in order to generate “Best Practices Salaries” for assistant teachers, lead teachers, and directors. These salaries, along with other costs of quality such as a 30% benefit rate and a staffing pool of substitute cost, are being used to create a tool to calculate the true cost of quality care. Because compensation represents about 70% to 75% of a center’s cost, there is no way to raise compensation without greatly raising rates. Yet there are emerging signs that rate increases may be possible:

- There is a current shortage of ECE teachers, as the economy is improving and minimum wage increases in retail sectors have made current positions less attractive.
- Philadelphia’s Universal Pre-K Commission is making recommendations to City Council for a plan to fund quality ECE for Philadelphia’s 3 and 4 year olds.
- Mayor Kenney has publicly promised his support of using City funds for Universal Pre-K.
- The State’s new Child Care Development Fund plan will cover many important aspects of how Pennsylvania uses its Federal Block Grant Funds, including how OCDEL will pay providers.

- OCDEL Deputy Secretary Michelle Figlar has publicly stated her interest in changing the way that CCIS pays providers to allow rate increases that correspond to the true cost of care.

While the WTI team focused initially on issues of compensation and rates, information is also being gathered about teacher preparation programs. Several small efforts around the City are designed to support high school students in attaining their CDAs. This is an exciting win/win: students graduate from high school with a nationally recognized certification and college credits, and the ECE workforce grows with well-trained, diverse teachers. The WTI is working to assist the School District to make sure that students take advantage of these programs and that field work happens in high quality ECE programs.

Another exciting possibility is an ECE apprenticeship program that would link those with CDAs to an accelerated AA degree program, as an important link on the ECE career pathway. We are in discussions to identify a higher education partner and a funder to pilot an ECE apprenticeship.

The team is also gathering data that could lead to setting a gold standard for institutions of higher education that play a role in educating the early childhood workforce. If we can identify best practices in ECE teacher education, we can steer students toward those institutions that exemplify best practice.

The findings of the WTI team, along with our ideas for ECE workforce improvements, will be released at the annual DVAEYC Conference on April 1st and 2nd. This year’s conference theme of Professional Pursuit is intentionally designed to align with the report, and a Professional Pathways area at the conference will include exhibitors and vendors tied to the ECE career pathway that the WTI is working to build.

Please join us at the conference to learn more about the ECE Workforce Transformation Initiative. The time is right for making positive change for ECE teachers and the children and families that we serve.
By three years of age, there is a 30 million word gap between children from the wealthiest and poorest families. *Words at Play*, a PNC-funded project run by the Free Library, is building community participation to narrow that gap. Six partner groups — the Free Library, the Kimmel Center, the Franklin Institute, the Academy of Natural Sciences, the Philadelphia Art Museum, and the Philadelphia Zoo — are collaborating to promote parent and community education around the importance of language development in young children.

The project was launched last spring with a huge block party outside the Cecil B. Moore Library in North Philadelphia, with hundreds of people and all the partners. The vocabulary words of the day — *shadow*, *texture*, *whistle* and *neighborhood* — were written in chalk on the sidewalk, worked into songs and crafts, and included in books that were given to the children. Since then, the partner groups have been teaming up to deliver “Play Parties” and parent/child workshops. Through playing, singing, and reading at “Play Parties”, families discover new ideas to help strengthen their child’s vocabulary as they play together.

I’ve been serving as the DVAEYC content expert around literacy. I did an initial training on language development for all the partners and have been coaching around individual activities. For the Play Parties, I support them as they pick a theme and identify vocabulary words. Recent Play Parties have been around the theme of patterns, with music, books and art that all fit with the theme. Each partner brings their own special content, like animal patterns from the Zoo.

My last two experiences with Words at Play have been a lot of fun — with five to ten business owners who run barbershops. The Library has reached out to them to put posters in their windows about Words at Play events, and encourage them to let clients know they can go to their local library for these events.

Now they’re getting an understanding of what’s involved in the project. They were visited by someone from the Library and invited to a light breakfast with training on language. Twice the barbers have come together for training on why words are important, and what words are unique to their industry. They think of the word “*scissors*”, but maybe not “*shears*”. What other words can be used besides “*trim*”? We gave them word cards that they can post, i.e. a picture of a comb with the word “*comb*”. The Library is working with them to establish a little literacy corner for when the child is not in the chair. Instead of being handed the parent’s cell phone, they can come here and build vocabulary.
Let’s Not Leave Anyone Behind

Diaemia Copeland, Di’s Hands of Love Childcare

As a single parent with two sons, I was in a training program, ready to work wherever, and I would come to an Allegheny day care to help out and play with the babies. They said, “You’re great with the children”, but I made the transition into corporate America since I had to support my children.

I still did weekend care with the neighbors. About five years ago, I still wasn’t happy in my job, so I walked away. I always had children around and people would ask how much I charge and I’d say, “Oh, nothing”. Then a parent said, “You could get paid from CCIS if you kept my children”. I went to the classes, did all the paperwork. Soon I had the three children that you were allowed in relative neighbor care, and I was turning away a lot of families. If you’re already doing a program that is high quality, you feel like it’s time to transition. So about a year and a half ago I became a licensed family provider. Recently I received my first STAR, I’m working on my second, and I’ve just become a group provider.

I always wanted to do child care as a business, but I was afraid. I hear the same thing from a lot of young ladies, fear of the unknown. So I just took the leap. This is the only job I love. I never enjoyed anything more than what I’m doing now.

It would help if there were more people who could come to your door, shake your hand, introduce themselves and tell you face to face what their work is like. People are always in a rush. We tell the children that there’s no wrong question, but they make you feel that your questions aren’t right. They make you feel dumb, but you’re not dumb. No one was able to tell me what I needed to know to get registered and licensed, even to get fire safety. I called the fire department, I called the fire marshals, I finally got the right lady on the tenth call.

Now I’m networking with a lot of different females. I’m walking another young women through the zoning process. (Anyone who goes down there, if you’re not in a commercial property they’re going to deny you.) Five of us went through STAR 1 together. STARS has a hard reputation, but it’s just homework that you have to do. We encourage one another. Whatever I find out, I relate it to everyone. I say, “Listen, you have to reach out. What if I forget about a class? Let’s not be business partners, let’s be friends. Let’s do this paperwork together. If you need any help, let’s join together.”

I don’t want to leave anybody behind. There’s a fear of going back to school, after so many years. I said, “We’ll decide to go back together, do our classes and homework together, inspire one another. If I’m doing it, I don’t want to leave anybody behind. There’s a fear of going back to school, after so many years. I said, “We’ll decide to go back together, do our classes and homework together, inspire one another.”

To become group, I had to do all the paperwork and pay another fee. All the fees deter a lot of people, because you don’t make a lot in general, because you have to pay your own insurance and things for your children. It’s hard to get a raise. You get the same CCIS rate, and that’s it, so no matter how much education I may get, it doesn’t help financially. We should be recognized for what we are. You get better pay in fast food restaurant. So you have to look at the children for your reward. I don’t see myself going to a larger center, because I take out the personal part. You can’t see what’s going on with one mom or dad because ten others are coming behind.

I’m hoping to learn everything I can pertaining to child care, so I can help our future by teaching it. Stephanie Perry at Allegheny—she pushed and pushed and pushed me. When I complained about other staff not putting out, she would say, “You’re better than them.” Since then, I never let anybody bring me down just because of their actions. That was 15 years ago. My STARS specialist is wonderful. Whatever we want from her, she comes back with three times more. There are groups we need to be a part of; they could be our mentors. If there were a big sister/big brother program there would be a lot more productive day cares out there.

phone to amuse themselves, there will be little book nooks where children can go read, with some additional literacy games. Depending on the available space, this may range from a little bag hanging on the wall to a box the children can climb into.

At our last workshop, we practiced three things together. The first was how to extend what children say. When a tractor trailer rumbles down the street and a child says “truck”, you can respond, “Yes, that was a big red truck with 18 wheels”. The second was how to ask children questions about common topics when they are sitting in the chair to get them talking. Then we talked about the idea of “serve and return”. Responding with one polite word is just humoring a grown-up. We want to get a child to talk back and forth at least three times. When you can get in that deeper conversation, so much more is possible.

In a role play, I asked one man what he had for breakfast that morning. When he said “Sausage sandwich”, I asked how he prepared it. “Oh, I bought it”, he said. “Well how would you prepare it at home?” I asked. “Well, I would warm the pan and simmer… oh, ‘simmer’ – that’s a word I wouldn’t normally use with children”. There was lots of chuckling and laughter. They went home with books and book-bags. Some of the younger ones have young children, so they were thinking about this for their own families as well. Many have had barbershops for 20 or 30 years—it’s a family business, and now they feel they have another way to give back to the community. It’s so different from anything I’ve ever done before.

The next ripple will be the nail salons, then the local grocery stores – all places parents frequent with their children, where stores – all places parents frequent with their children, where
Preschool-3rd Alignment

Maximizing the Impact of Early Education

Elizabeth Farwell

On a cold day in winter 2015, I arrived at the DVAEYC office from my job as a City Council intern to talk with Executive Director Sharon Easterling about funding for universal preschool. We spoke at length about the importance of rich early childhood experiences and the goals and impacts early learning initiatives have on young children. Now, a year later, Sharon co-chairs the Mayor’s Commission on Universal Pre-K, and I serve as the Project Manager for DVAEYC’s P-3 (Pre-K to third grade) Communities of Learning project.

With a mission to serve children birth to eight, we all know the importance of rich early childhood experience. Yet once children enter elementary school, child development is rarely a driving force in the creation of classrooms, standards, curriculum, or even teacher training. The P-3 Communities of Practice project provides the exciting opportunity to align learning goals with developmental stages from preschool through third grade.

The project, funded initially through a federal Community Innovation Zone grant administered by OCDEL, then augmented by the William Penn Foundation, aims to leverage children’s natural curiosity and strengths and build their capacity to engage in lifelong learning, enabling them to develop into strong, self-directed, lifelong learners.

This project brings my personal and professional passions full circle. During the 2004-2005 school year, I worked as a literacy intern teacher for the School District of Philadelphia, a program intended to provide literacy support to high-need classrooms. I observed firsthand the disconnect that exists between some children and the academic activities they are provided in elementary school.

One day, during reading group, a little girl sounded out a difficult word: “bridge.” Then, she looked at me in confusion, and I realized that, at age seven, she had never heard the word before. Another child was having a rare success reading a book on animal features. Asked by the text “What is on a dog?” he failed to produce the word “fur,” although he knew what the question was asking. Observing these types of barriers daily, I wondered whether my salary was the best use of funds toward the goal of student success. Given the lack of engagement students felt with their classroom and its content, what intervention might have reached these students, who were unable to access opportunities to explore, question, and enjoy learning?

Ten years later, my questions were multiplied. I found myself in a neighborhood not far from the school I had served in 2004, teaching a very similar student population, now the age my seven year olds would have been. Although my students wanted to learn and achieve, they quickly shut down and gave up when the work became challenging. I couldn’t blame them; who wants to struggle reading simple words in front of teenage peers? I informally surveyed many students and found that, while a few with fond memories of preschool or kindergarten were known for their dedication to education, most had never attended preschool. I ardently wished for time travel, to be able to offer these children different early experiences in the hopes of maximizing their incredible talents and passions.

Until time travel is possible, the P-3 project is a good substitute. This innovation aims to improve the educational experience of young learners by: 1) helping teachers to master and offer hands-on and inquiry-based learning; 2) facilitating family and community engagement in education and the learning process; and 3) improving support for the transition to elementary school. We plan to work with three “clusters” in this program, comprised of an elementary school and the high-quality ECE programs that feed into it—William Cramp School in Kensington, BB Comegys School in Southwest Philadelphia, and Southwark School in South Philadelphia.

Collaborating with Brightside Academy, as feeder programs in two of the neighborhoods, will allow for a potentially large impact, as they are the largest single provider in Philadelphia. After engaging with hands-on learning in a way that
DVAEYC’s wonderful Public Policy Associate, Suzann Morris, accepted a position in OCDEL in November, opening the opportunity for me to move into DVAEYC’s Public Policy department. For years I have shared my knowledge with all who would listen in our community. Although I will never stop preaching to choir about the need for high quality early education, I now can spend more time preaching to those who write the songs, including our legislators. It is with great pride that I encourage all of our members to join me in helping shape the policies that affect us all by raising their voice and stating “#IamPreK” — or whatever age group with which you work.

Additionally, I am proud to announce that my responsibilities working with the West Philadelphia Action for Early Learning project through Drexel University are being transferred to my first mentor in this field Sherilynn Kimble. I know that Sherilynn and Suzann will excel in their new roles, and I could not be more excited to stand and up and advocate for our children and those who work with them.

Staff Changes at DVAEYC

Tyrone Scott

DVAEYC’s wonderful Public Policy Associate, Suzann Morris, accepted a position in OCDEL in November, opening the opportunity for me to move into DVAEYC’s Public Policy department. For years I have shared my knowledge with all who would listen in our community. Although I will never stop preaching to choir about the need for high quality early education, I now can spend more time preaching to those who write the songs, including our legislators. It is with great pride that I encourage all of our members to join me in helping shape the policies that affect us all by raising their voice and stating “#IamPreK” — or whatever age group with which you work.

Additionally, I am proud to announce that my responsibilities working with the West Philadelphia Action for Early Learning project through Drexel University are being transferred to my first mentor in this field Sherilynn Kimble. I know that Sherilynn and Suzann will excel in their new roles, and I could not be more excited to stand and up and advocate for our children and those who work with them.

A Bonus from the ECE Fellowship

Drew Martin, DVAEYC Director of Operations

I hesitated at first when applying to join the DVAEYC ECE Fellowship. I thought, “This is a resource for teachers and directors and technical assistance providers. I want to learn more, but I’m not sure it will apply to my job in operations.” I was wrong on both counts. Of course, the Fellowship is a wonderful resource for teachers and directors and technical assistance providers, but now I do not hesitate to add to that list those who support these vocations, parents, and really anyone who has a stake in quality early childhood education (which, as it turns out, is everyone). And as for my job, even though I never set foot in the classroom, I almost immediately found application for the advocacy and leadership skills that I was afraid would not prove useful in my day-to-day activity.

There was a point earlier this year when I was called upon to help with a cost-modeling project. I simply could not have accomplished this work without deep knowledge about the State and Federal funding streams gained in the ECE Fellowship. I might not have even shown interest were it not for the value I now attach to making use of every opportunity to advocate for high quality ECE. If you are passionate about early childhood education, or simply want to learn more about the complex, interleaving system that we, as citizens, fund to move early childhood education toward high quality, consider joining the ECE Fellowship. You may be surprised at how applicable is what you learn to virtually any situation, issue, or job.

Deadline for applications for the 2016 cohort of the Fellowship is January 31. For more information, contact Pamela Haines at pamela@dvaecy.org or 215-893-0130 x228.

Membership Matters

DVAEYC membership now stands at 1,830.

Thank you to all who renewed their DVAEYC membership since September and to the 82 new members:

- Rehab Abounar
- Caroline Klein
- Samuel Baxendale
- Alex Kulanko
- Kennesha Bell
- Shavon Lambeth
- Justin Bell
- Lane Laporta
- Roxanne Bell
- Markisha Loftus
- Nicole Bricketto
- Sim Loh
- Sonya Bryant
- Monica Lukanski
- Tina Carden
- Christina McAllister
- Sara Castelluccio
- Kathleen McDermott
- Laverne Cheeseboro
- Yolanda McDermott
- Traci Michelle Childress
- Jeanna McDonald
- Jenny Corkery
- Marnie McDonald
- Elain May De Coeur
- Nicole McLaughlin
- Maura Druding
- Katie Meiner
- Susan Dunham
- Yvette Miles
- Kimberly Edwards
- Michelene Frances Miller
- Lizette Egea-Hinton
- Amanda Mitchell
- Chantel Ellis
- Shirley Miwo
- Dominique Ellis
- Marisa Beth Neeson
- Larry Everett
- Marcus Norville
- Elizabeth Farwell
- Leigh Nowland
- Stacey Fountain-Webster
- LaRaine Oliveira
- Mildred Diakpajue Fuah
- Erica Parker
- Meghan Gardner
- Rachel Pedersen
- Gabrielle Gaun
- Wilda Perez
- Amy Goldman
- Del-arie Richardson
- Sharon Haloberin
- Matthew Rominger
- Sandra Harrell
- Paula Schroeder
- Jennifer Heavey
- Anisa Short
- Stacey Helmers
- Adaira Smith
- Debra Holmes
- La Chae Swindle
- Lauren Houser
- Pamela Thompson
- Marie Hubbard
- Lillie Visnec
- Gina Lynn Hughes
- Liz Wachtman
- Ahalatiala Islam
- Robin Walker McLeod
- Stephen Jansson
- Amanda Walter
- Satyn Johns
- Corey Wegerbauer
- Nadine Johnson
- Emily Westlake
- Christopher Karwath
- Darlene Whitle
- Ann Kim
- Shantelle Yasmin Yarbrough
- LaTrice Tishelle King
- Shannon Yeager

Be sure your current membership is valid through April 2016 to be able to benefit from the Early Bird Conference rate.

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

1608 Walnut Street
Suite 300
Philadelphia, PA 19103

p: 215.893.0130
f: 215.893.0205
www.dvaeyc.org

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
Sharon Easterling,
Executive Director
Pamela Haines,
Connection Editor

Join us on April 1-2, 2016 at the Pennsylvania Convention Center for the 2016 DVAEYC Conference – Professional Pursuit: Putting the Pieces Together for the Early Childhood Education Workforce! Don’t miss out on two days of incredible networking, idea sharing, and relationship building with some of the top presenters and exhibitors in the nation! Come and find out the true value of quality early education and the professionals who have stepped up to provide it.

Check your mailbox in early January for our conference brochure and don’t forget to register in January at www.dvaeyc.org – register before March 2 to secure early-bird rates! See you there!