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## Summer Approaches: Take Time to Relax and Rejuvenate

Take a step outside and you'll be able to feel it:  
Summer is almost here!

Whether you have the whole summer off or just a few days while on vacation, be sure to use the time to relax and rejuvenate. Doing so will not only help you detach from your daily responsibilities, it will also give you time to destress and get to activities you don't always have the chance to experience.

Regardless of how you choose to spend it, don't let the summer go by without having a little time for yourself and the important people in your life. For inspiration to help you get started, check out this list of [10 Ways Teachers Can Recharge from Fast Forward by Carnegie Learning](#).

# DCAEYC May 2022 Bulletin Board

## DCAEYC Celebrates Asian Pacific American Heritage Month

DCAEYC is proud to celebrate Asian Pacific American Heritage Month, which commemorates the culture, traditions, and history of Asian Americans and Pacific Islanders in the United States. While DCAEYC encourages all educators to incorporate Asian-Pacific history into their curriculum throughout the entire school year, Asian Pacific American Heritage Month is a great time to explore the rich history and contributions of Asian-Pacific Americans. To learn more and find ways to celebrate, check out our [DCAEYC blog post](#).

## ECE Job Opportunities: Reinvestment Fund

Reinvestment Fund, a national mission driven financial institution that creates opportunity for underserved people and places through partnerships, is seeking applicants for two positions: Program Director, Early Childhood Education, and Program Analyst, Early Childhood Education. For details on these positions, including how to apply, visit the [DCAEYC Job Opportunities](#) page.

## DCPS Request for Applications: Infant and Toddler Child Care Development Centers

The District of Columbia Public Schools (DCPS) is issuing a Request for Applications (RFA) from the Office of the State Superintendent of Education (OSSE) licensed providers participating in the Capital Quality, Quality Rating and Improvement System (QRIS) in the District of Columbia ("Providers"), to operate one or more child development centers (CDC) serving infants and toddlers ages 6 weeks to 36 months (who do not meet the age requirements for DCPS Pre-K programming) at the following locations:

Randle Highlands Elementary School • Wheatley Elementary School  
Bunker Hill Elementary School • Amidon Bowen Elementary School  
Martin Luther King, Jr., Elementary School • Drew Elementary School

To request an application, please contact Drue Docie ([drue.docie@k12.dc.gov](mailto:drue.docie@k12.dc.gov)). Please note, the window to submit applications for these locations opens on May 13, 2022, and closes on June 24, 2022.

## Welcome New DCAEYC Members!

DCAEYC extends a warm welcome to the following new members:

Tamadour A	Thelma F	Marlen J	Marcia M	Eunice O	Anthony T	Angela W
Leethia A	Jade F	Christina J	Shoni M	Crystal P	Maria T	Winifred W
Tijuana B	Dominique F	Felecia J	Jamie M	Benjamin P	Taryana W	Lisa Y
Lorie C	Catherine F	Nykki L	Lerin N	Candice S	Malori-Naomi W	
Ruben D	Joan G	Stephen M	Yuna N	Alexandra S	Emily W	
Nicol D	Virginia G	Brittany M	Richena N	Natalia S	Juanita W	
Maciel F	Jennifer H	Marla M	Ruena N	Jane T	Claudette W	

# Self-Care is Self-Advocacy

## A Message from Our ED



Greetings Early Educators,

At last month's DC Early Educator Experience, I had the honor of being a panelist in a session entitled *Advocacy is Self-Care*. The act of self-care is universally defined "as the practice of taking an active role in protecting one's own well-being and happiness, particularly during periods of stress." Considering the ups and downs and constant changes of living and working during a global pandemic, everyone has experienced various periods of extended stress. Now is the time to prioritize putting your well-being and mental health at the top of the list.

[Recent research](#) suggests that teacher stress can interfere with positive teacher-child relationships and effective social-emotional teaching. Another study found that lead and assistant teachers in ECE classrooms who reported higher levels of personal stress perceived children as displaying more anger and aggression. We owe it to the young children and the families we serve to bring our complete selves to our work every day. As educators we know the work we do matters, so we

must understand that we matter too by making sure we are taking care of ourselves personally and professionally.

Self-Care is Self-Advocacy! There are many ways to advocate for yourself. You could take a 15-minute break during the workday, create arts and crafts projects, schedule a Saturday afternoon at the spa, or sit in complete stillness and quiet. Whatever you do, it is important to actively seek time just for yourself so you can recharge and refuel. This in turn will help to enhance your enjoyment as you teach and engage with the young children in your care.

Wishing you all the very best,  
Kathy Hollowell-Makle  
Executive Director  
DCAEYC

# DCAEYC Member Profile



## **Dominique Foster**

Pre-K Teacher

Blow Pierce Elementary School,  
Friendship Public Charter School  
2022 DC Teacher of the Year

Education is in Dominique Foster's blood. Along with being a pastor, her father was an educator. Before him, her grandmother was an educator and principal. While Foster didn't necessarily see herself following in their footsteps, she's also not surprised she ended up in early childhood education.

"School has always been a wonderful place and safe space for me, so it's not shocking that I landed here," said Foster.

What was a shock though was being named the 2022 DC Teacher of the Year after 14 years in the field.

"For many early childhood teachers, we can often feel overlooked," said Foster. "It was truly an honor just to be recognized. It has allowed me to amplify and elevate my voice. To speak up for not just early childhood teachers, but all teachers during such a challenging few years in education."

As an early educator, one of the challenges Foster has faced is shifting the mindset of parents and caregivers on what effective early childhood education looks like. For example, rather than sending home the often requested work packet, Foster prefers sending home a bag of resources like loose parts, materials to paint, and hands-on activities. This often leads to questions about what to do with the supplies, which Foster uses as an opportunity for dialogue.

"I always like to listen and make sure that parents' voices are respected," said Foster. "I also try to share my knowledge on what I feel are the best ways to learn and best practices for young children."

While virtual learning brought on a unique set of challenges for early educators, Foster made it into a win.

"Going into the 2021 school year, at that point we knew we were going to be virtual for at least a while," said Foster. "[I went in thinking] we're going to make

*"It was truly an honor just to be recognized. It has allowed me to amplify and elevate my voice. To speak up for not just early childhood teachers, but all teachers during such a challenging few years in education."*

this work. We started with 19 children, and we finished the year with 19 children still logging in, still excited, still learning and growing."

Part of Foster's success with virtual learning was using the bags she sent home as a way to create equitable spaces.

"You're not just looking around your house for a pencil or a notepad," said Foster. "Everybody has them. They're the same colors, they're the same designs, on top of all the other hands-on resources and STEM activities."

Foster also credits her success to her student's parents and caregivers.

“A large part of it was due to the caregivers really just supporting and trusting me,” said Foster. “After a while, I received so many messages saying “We’re so upset. We’re going to miss today’s class. We have a doctor’s appointment.””

As far as Foster is concerned, her students' skills weren't affected by virtual learning. Still, she doesn't see it as a replacement for the social and emotional benefits gained by being in the classroom.

“I’m very intentional in creating a very exciting classroom environment and making sure it really is that Third Teacher,” said Foster. “One of the things we do in our classroom is create opportunities for the children to offer love, offer support, and offer knowledge to others within our community.”

While Foster has completely pivoted back to teaching in the classroom, she hasn't forgotten lessons learned while teaching online.

“I learned that I needed to invest more in my self-care,” said Foster. “Being at home allowed more time to take care of myself and enjoy time with my daughter. I just didn't realize how little time I was leaving for me until we were locked in our homes.

*“I just didn't realize how little time I was leaving for me until we were locked in our homes. It felt good, and I have come out of this being more intentional in taking time for myself and being okay with that.”*

It felt good, and I have come out of this being more intentional in taking time for myself and being okay with that.”

Armed with a rejuvenated mindset, Foster is more determined than ever to continue creating safe spaces for the children she teaches.

“My dream and wish for young children is that they come into these classrooms and into these learning spaces, whether it be in-person, virtual, or anywhere else, understanding that learning is, quite honestly, limitless.”

***Get to know more of our members! Find this and previous Member Spotlights at [dcaeyc.org/member-spotlight](https://dcaeyc.org/member-spotlight).***

## Get to Know Dominique



### Favorite Book

It Ends with Us  
by Colleen Hoover



### Favorite Fantasy Vacation

Bora Bora



### Favorite Meal

Steak, medium well,  
with broccoli and  
mashed potatoes



### Favorite Mantra

You get to establish the  
standard of excellence.  
Don't wait for others  
to tell you what it is.

# Principle of Practice

## STEM Supports Innovation, Problem-Solving, and Critical Thinking Skills

Young children have a natural inclination to explore, investigate, and to learn new things. Part of their development is based on observation, mimicking, and trial and error. For example, a toddler will discover different usage of a straw after seeing someone use it; whether that be drinking with it, or blowing bubbles.

As educators, our role is to deepen children's understanding by asking open-ended questions and encouraging them to share their thoughts and ideas by creating opportunities for discussion and reflections. These experiences motivate children to discover their environment while making connections to their everyday lives.

For these reasons, we want children, especially infant and toddlers, to have more experience with STEM Education in order to support innovation, problem-solving and critical thinking skills.

What exactly is STEM though, and how do young children benefit from it?

### Inquiry Skill



#### Science

is the intellectual and practical activity encompassing the systematic study of the structure and behavior of the physical and natural world through observation and experiment.

### Possible Outcomes for Children

- Engages in open-ended explorations
- Makes reasonable predictions, explanations and generalization based on experience
- Use language to communicate observations and findings



#### Technology

is the application of scientific knowledge for practical purposes, or machinery and equipment developed from the application of scientific knowledge.

- Learn about a growing range of topics, ideas, and tasks
- Recognize and solve problems through active exploration, interactions, and discussions with peers and adults
- Approach tasks with flexibility, imagination, and inventiveness



#### Engineering

is the branch of science and technology concerned with the design, building, and use of engines, machines, and structures.

- Design and construct structures with 3-D models
- Use scientific knowledge and mathematical tools to solve problems
- Communicate ideas with peers and adults



#### Mathematics

is the abstract science of number, quantity, and space. It's one of the languages scientists use to record and reflect on their observation and to communicate their ideas to others.

- Recognize, describe, compare and name common shapes and their parts and attributes
- Understand directionality order, position of objects, and words (up, down, over, under, top, bottom, etc.)
- Use real and pictorial graphs

Ready to further explore STEM? Check out NAEYC's article [Growing in STEM: STEM Resources and Materials for Engaging Learning Experiences](#)

# Month of the Young Child

2022



Thank you to everyone who joined us for 2022's Month of the Young Child! We had a blast celebrating all month long with our wonderful ECE partners, friends, and allies. Did you miss any of our events? Visit [dcaeyc.org/resources](https://dcaeyc.org/resources) for access to a select set of resources and recordings gathered during the month. And of course, join us in April 2023 when Month of the Young Child returns!

Healthy Futures (DBH)

Under 3 DC Ask:

\$700K

Funded:

+\$700K

(increasing dollars)

IS OUR ASK FULLY FUNDED?  
YES



IS OUR ASK FULLY FUNDED?  
YES

Healthy Steps (DC Health)

Under 3 DC Ask:

\$300K

Funded:

+\$300K

(increasing dollars)



IS OUR ASK FULLY FUNDED?  
YES

Home Visiting (DC Health)

Under 3 DC Ask:

\$369,150

Funded:

\$0

IS OUR ASK FULLY FUNDED?  
NO



IS OUR ASK FULLY FUNDED?  
YES

Home Visiting (CFSA)

Under 3 DC Ask:

\$70.5K

Funded:

+\$70.5K

(increasing dollars)



IS OUR ASK FULLY FUNDED?  
YES

# DC Budget Update from Under 3 DC

# Policy Beat

By the end of this year's budget season, we will likely see the DC Council pass a [2023 fiscal year budget](#) that funds essential components of the [Birth-to-Three for All DC law](#) to strengthen DC's early childhood system and help families with young children thrive. It builds on investments in previous years by increasing public funding for programs that support infant and toddler developmental and behavioral health. It secures funding for the District's Pay Equity Fund, which raises wages for early childhood educators in child care settings.

In addition to the family health programs highlighted in the budget scorecard, our wins:

- Preserve \$73M in the Pay Equity Fund to increase wages for early childhood educators.
- Maintain \$139.5M in the Child Care Subsidy budget to help providers cover the cost of care.
- Invest American Rescue Plan (ARPA) dollars in the FY23 budget in supporting the continuation of grant programs that help providers to recover and rebuild from the pandemic.

## Quick Guide for the Compensation Parity Initiative for DC Early Childhood Educators

While the work of the DC Council's Early Educator Equitable Compensation Task Force is complete following the submission of their [final report](#) to Mayor Muriel Bowser and the DC Council, DCAEYC is committed to ensuring DC's early learning community is well informed on the next steps towards implementation of the new compensation parity initiative benefiting early childhood educators. In this spirit, DCAEYC has partnered with several early education organizations to create a quick guide summarizing important things to know about the program, including ways early childhood educators can start preparing.

This quick guide is available in [English](#) and [Spanish](#). Have any additional questions or feedback? Email Kathy Hollowell-Makle at [executivedirector@dcaeyc.org](mailto:executivedirector@dcaeyc.org).

### Stay Informed: Resources for Child Care Development Staff New Education Requirements

Starting in December 2022, new education requirements for Center Directors will go into effect. New education requirements for Teachers, Assistant Teachers, Expanded Home Caregivers, Home Caregivers, and Associate Home Caregivers will go into effect in December 2023. For details on these new requirements and to stay up-to-date, visit and bookmark OSSE's [Child Development Staff: Resources Available for New Education Requirements webpage](#).

**Dr. Cynthia García Coll:  
Frameworks, Perspectives,  
& Relevance for Today**

**Wed, May 25, 2022**

**1:00 pm - 3:00 pm EST**



Join the Foundation for Child Development for a webinar dedicated to the work of [Dr. Cynthia García Coll](#), including a live Q&A session with Dr. García Coll and our featured speakers.

Dr. García Coll is a champion in the field of developmental psychology. She was pivotal in leading the field of developmental psychology to confront racism, discrimination, and prejudice in research practice. Dr. García Coll's research focuses on the interplay of sociocultural and biological influences on child development, with particular emphasis on minoritized populations.

[Register Here](#)

**CAYL Catalyst  
Webinar Series:  
Making Space for Play  
Thurs, June 2, 2022  
4:00 pm - 5:00 pm EST**



- Host - Dr. Valora Washington
- Co-Keynotes - Christine Kroger, Zviko Kanyoka, Dr. Sarah Lytle

How can families support the physical and mental health of children by providing the opportunity to play? What are ways communities have infused play within public spaces? Join the conversation with our dynamic panel as they divulge innovative designs and incredible benefits of making space for play.

[Register Here](#)



# Upcoming Events

**NAEYC  
2022 Professional  
Learning Institute  
June 12 - 15  
Cleveland, OH**



Join NAEYC (and DCAEYC!) June 12-15 for the Professional Learning Institute in Cleveland, Ohio! For information on how to register, how to secure housing for the event, and more, [click here](#).

NAEYC is proud to partner with Seattle Pacific University to offer Continuing Education Units (CEUs) and Graduate Credits for Institute attendees. [Read how to register!](#)

**To stay up-to-date on events  
for the ECE field in DC,  
visit [dcaeyc.org/events](https://dcaeyc.org/events).**

STAY CONNECTED



[dcaeyc.org](https://dcaeyc.org)

**Not yet a member of  
DCAEYC? Join the  
movement supporting  
early childhood education  
in DC by becoming a  
member today.**

[Join DCAEYC](#)

## About **dcaeyc** District of Columbia Association for the Education of Young Children

DCAEYC serves as the DC Affiliate Chapter of the National Association for the Education of Young Children (NAEYC). Our mission is to strengthen the early care and education system in D.C. so that every young child has the foundation they need to succeed in school and in life. We do this by:

- Advocating for young children and their families
- Collaborating with partner organizations in the city
- Offering resources and services to members
- Striving to be a high performing, culturally sensitive, inclusive organization

Not yet a member of DCAEYC? Join the movement supporting early childhood education in D.C. by becoming a member today.

An Affiliate of **naeyc**