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Join the DCAEYC Team at the NAEYC Public Policy Forum

This year, NAEYC's Public Policy Forum is back in-person! Join DCAEYC and other NAEYC affiliates to work together to strengthen our advocacy skills, expand our policy knowledge, deepen our relationships, and build our power across states and communities!

Join the DC State Team

To build strong relationships and networks, #naeycPPF is organized in state teams. To register for the DC team, email the DC Team Leader Kathy Hollowell-Makle at executivedirector@dcaeyc.org.

Can't join us in person?

NAEYC is offering a "virtual-only" opportunity, with two half-days of content before and after the in-person meeting. Email Kathy for information.

Member-Only Event

As a reminder, Public Policy Forum, whether in-person or virtual, is a NAEYC Member-Only benefit. Not a member? [Join or renew today.](#)

More details on sessions and speakers will be released from NAEYC as we get closer to the date!

Registration will close on Tuesday, January 24.

DCAEYC January 2023 Bulletin Board

New NAEYC Survey Results

In December 2022 NAEYC released the results from their October 2022 survey in their new state specific briefs "Uncertainty Ahead Means Instability Now: Why Families, Children, Educators, Businesses, and States Need Congress to Fund Child Care." Results for the District of Columbia can be found [here](#). If you're interested in seeing data from other states, you can find the full list of briefs at naeyc.org/state-survey-briefs.

New State-by-State Report on ECE System Efficiency

The Bipartisan Policy Center (BPC) has just released [Revisiting Integrated Efficient Early Care and Education Systems: A State-by-State Analysis](#). The report continues BPC's analysis of each state's specific approaches to organizing, administering, and coordinating early care and education programs, and it updates the national rankings. (The new top ten are [the District of Columbia](#), [Minnesota](#), [Maryland](#), [Arkansas](#), [Michigan](#), [New Mexico](#), [Oregon](#), [Georgia](#), [Massachusetts](#), [Maine](#), and [Washington](#).)

April is Month of the Young Child

Our favorite time of the year is almost here: Month of the Young Child! DCAEYC is hard at work planning lots of fun activities to celebrate, and we can't wait to share them with you. It all leads into the return of DC Early EdX on Friday, April 28. Mark your calendars not just for April 28, but for the whole month!

Resource Highlight: Tips for Taxes: A Tip Sheet for CCR&R's on 2022 Child Care Taxes from Child Care Aware

A new year and a new tax season are upon us. With this in mind, Child Care Aware has compiled a listing of current tax resources that families and child care providers may be eligible for, as well as resources for accessing free tax preparation. Find that listing [here](#).

Welcome New DCAEYC Members!

Sunyoung A.	Charlyce B.	Kim E.	TyNae H.	Elba L.	Jayla M.	Cierra N.	Olivia R.	Delores T.
Arshad A.	Jeraine B.	Michelle F.	Jessica H.	Sulma L.	Alexandria N.	Nahara N.	Ruth R.	Jacqueline T.
Peggy A.	Monay B.	Audy F.	Alisson H.	Maria L.	April N.	Shelby O.	Olivia R.	Carrie T.
Raquel A.	Denise B.	Danielle F.	Nykia H.	Rondell L.	Gari L N.	Cynthia O.	Gabrielle R.	Shawdae T.
Frenchie A.	Rosalina B.	Joanna F.	Jada H.	Sun Ryung L.	Suzanne N.	Dorcas O.	Henrietta R.	Kemi T.
Aynalem A.	Gabrielle B.	Rebecca F.	Nancy H.	Dimuthu M.	Cierra N.	Tatjana P.	Ashley R.	Carmen T.
Yael A.	Treva B.	Grace F.	Javairia H.	Regina M.	Nahara N.	Savilla P.	Georjean R.	Kenisha T.
Ana A.	Stacy B.	Sean F.	Amanda H.	Tiffany M.	Shelby O.	Tene P.	Donneeka R.	Codi T.
Quamesha B.	Erikka C.	Tyonne F.	Nicole H.	Tali M.	Cynthia O.	Mariela P.	Lisa S.	Keely T.
Shanelle B.	Latierra C.	Alexa F.	Blanca H.	Juliana M.	Dorcas O.	Brenda P.	Jackie S.	Valerie V.
Sydelle B.	Elyse C.	Joe F.	Patrice H.	Adriana M.	Tatjana P.	Caprice P.	Emily S.	Claudia V.
Keona B.	Elysa C.	Nancy G.	Ali H.	Rebecca M.	Savilla P.	Jane P.	Shabrayle S.	Lakisha V.
Fatima B.	Delbria C.	Elena G.	Ellen I.	Estefany M.	Tene P.	Erica P.	Angelina S.	Ben W.
Karima B.	Angeline C.	Nadia G.	Emmett I.	Danielle M.	Mariela P.	Merideth P.	Janice S.	Anna W.
Maria B.	Cheryl C.	Vered G.	April J.	Liz M.	Nikita M.	Elsa P.	Ebony S.	Carolyn W.
Natasha B.	Brenda C.	Silvia G.	Clarita J.	Anne M.	Christine M.	G'ani P.	Alexis S.	Delores W.
Maia B.	Melissa C.	Fatima G.	Tariq K.	Nikita M.	Gizelle M.	Rachana P.	Ashley S.	Rachel W.
Rosalba B.	Charneice C.	Avril G.	Edelmira K.	Christine M.	Niketha M.	Colette P.	Dyana S.	Shabre W.
Sara B.	Nathalie D.	Genean G.	Liz K.	Gizelle M.	Margarita M.	Dejai P.	Nardritta S.	Antoinette W.
Johnetta B.	Jacqueline D.	Hailey G.	Florence K.	Niketha M.	Amalia M.	Ebony P.	Vasilisa S.	Andrea W.
Victoria B.	Renee D.	Amber H.	Charmine K.	Katya M.	Katya M.	Lilibeth Q.	Michelle S.	Chardae W.
Monica B.	Danica D.	Alice H.	Michelle L.	Gia M.	Raena M.	Faith R.	Judi S.	Heidi W.
Claudia B.	Aisha D.	Angela H.	Maureen L.	Valerie M.	Gia M.	Susana R.	Tracy S.	Shantania W.
Ronique B.	Tamara D.	Aeisha H.	Anjeli L.	April N.	Valerie M.	Sandra R.	Melissa S.	Pamela W.
Sydney B.	Glenna E.	Danielle H.	Rachel L.	Gari L N.	Alexandria N.	Lauren R.	Cassidy S.	Lisa W.
Tiyanna B.	Veronica E.	Robert H.	Mary L.	Suzanne N.	April N.	Angelina R.	Nathalie S.	Kianna W.
						Arlene R.	Tate S.	Sue W.
						Frederick R.	Andrea T.	Donald W.
						Jessica R.	Lisa T.	

A Message from Our ED

New Year's Challenge: A More Playful You!



Greetings Early Educators,

On behalf of the Board of Directors and the staff at DCAEYC, Happy New Year! For many people, the new year is a time for resolutions centered around improving themselves. Usually, this means adopting better eating habits, exercising more, or committing to a work-life balance that allows for more joy. One option adults readily overlook is adding more play into their lives.

The benefits of child play are widely accepted and believed to be critical and necessary to the development of children. Adult play, on the other hand, is viewed as an extracurricular or extraneous activity that is an indulgence for people with time. But [research](#) suggests that adult benefits are more significant than we realize. However, adults who do play don't play nearly enough.

Play can be easily defined as mental or physical recreational activities that bring joy. Adults who engage in play regularly tend to have positive

outlooks, be motivated, creative, and less stressed. Play is also a great way to add more exercise into your life. If you build legos with or without children, participate in a sports league, collect treasures at thrift stores or enjoy telling spooky stories to family and friends, that's play.

If you don't think of yourself as an adult player, look at the National Institute of Play descriptions of [play personalities](#) and see where you fit in and what works for you. I challenge all early educators to incorporate play into their daily schedules to boost their playfulness. Step away from planning and paperwork to play with or without the kids. The benefits will be instantaneous. New year, new you!

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

DCAEYC Member Profile



Tanza Terrell **Director and Educator** Roots Activity Learning Center

If there's one word that defines Tanza Terrell, it's "love."

"I'm loving, I love what I do, and I'm passionate about children," said Terrell. "I just try to have a positive outlook on life, place happiness in people, and make people smile."

The drive to spread happiness and make people smile is highlighted in the many hats Terrell wears. Along with being an educator and director at Roots Activity Learning Center, Terrell is also a mom, a wife, and a songstress. On top of all that, she's also an ordained minister who will soon open her own church.

"One of the reasons why I actually wanted to pastor my own church was because I wanted [the children in my family] to be able to have a place where they can come to feel safe," said Terrell. "To be able to express themselves in worship."

Just like with her work in ministry, Terrell sees showing love as central to her work in early childhood education.

"I feel like in ministry your purpose is to show people how to love," said Terrell. "I don't really tap into so much of a person's choice of religion, I just try to show love."

Children, they need love. Human beings need love. Children can pick up whether or not you're loving. They can pick up whether or not you're here to care for them. They can pick up whether or not you're passionate about what you're doing."

If there's one thing Terrell isn't lacking, it's passion for education. She has her aunt to thank for that.

"Children, they need love. Human beings need love. Children can pick up whether or not you're loving. They can pick up whether or not you're here to care for them. They can pick up whether or not you're passionate about what you're doing."

"She was a teacher," said Terrell. "She would always line out all these papers and I was just in awe of her checking [them] off. She would always tell me stories of her students. I would find myself always lining up my doll babies and I would care for them and teach them."

At first Terrell wanted to be an elementary school teacher like her aunt, but after getting pregnant out of high school, she felt her dreams of college were over. Then after her sister told her about a job opening for a part-time assistant, she found Roots.

"I'm like, okay, I needed the job," said Terrell. "And so when I started, even [after] the first day I [thought] wow, I was really ready to come back."

One of the things that made Terrell connect with working at Roots was the inspiration she got from the children.

“Children are phenomenal,” said Terrell. “They’re phenomenal at handling life situations more than adults. I’ve met some children that have had some of the hardest lives, the hardest dispositions and situations, and they still come in happy. They’re still smiling. I’m watching them as they grow and how they handle things. It actually matured me.”

Just like the children at Roots helped Terrell grow, so did the staff.

“They said you should try to go get your CDA,” said Terrell. “They started talking to me more about how I can become more educated because it was more than just talking with the children, playing with the children. Then I started to understand them a whole lot more.”

Continued encouragement from her colleagues led Terrell to pursue a Bachelor's in Early Childhood Education. While she started thinking she'd take the typical four years, things took longer than expected.

“That did not happen in the time it was supposed to,” said Terrell. “Having children, oh my goodness. And then math was the worst. I had to retake math over and over again. I finally got it in 2018.”

Although it took a while, Terrell kept pursuing her Bachelor's because she knew she needed it to get where she wanted to go.

“I cannot stop working with children. That would just be the wrong thing to do, especially in a time and place of growth where I’m moving forward in ministry. I couldn’t stop because I would need to be able to continue to show love.”

“It opened up doors,” said Terrell. “One, for me to be more knowledgeable. I did get a higher payscale, which was a blessing. And then I was able to have my own classroom, and so it gave me more responsibility.”

Now in her first year as a director at Roots, Terrell certainly has more responsibility. Along with administrative work recruiting and dealing with finances, she still works in the classroom too. While the workload is heavier, she won’t be giving it up anytime soon. That’s even with her new church opening soon.

“I cannot stop working with children,” said Terrell. “That would just be the wrong thing to do, especially in a time and place of growth where I’m moving forward in ministry. I couldn’t stop because I would need to be able to continue to show love.”

I want to tap into feeding the hungry, providing materials and things for families, and outreaches for children. The ministry is not to have a place just to be in leadership but to be able to provide for families.”

Get to know more of our members! Find this and previous Member Spotlights at dcaeyc.org/member-spotlight.

Get to Know Tanza



Favorite Book
The Bible



Favorite Fantasy Vacation
Jamaica



Favorite Meal
Turkey wings, rice, and gravy



Favorite Mantra
I am confident.

Principle of Practice



A Rose by Another Name

Courtesy
of



When you think of a rose, what are some descriptive words that come to mind for you? Maybe red, pretty, fragile, etc. But even though the thorns on a rose may prick your finger from time to time, it's still a rose and a beautiful flower to have. The same is true for children. Children are beautiful inside and out.

However, when faced with certain difficult and challenging behaviors demonstrated by children, negative labels are sometimes used such as 'liar, bad, nosy, troublemaker, stubborn, they always..., they never... etc. to describe children.

Our words are powerful and matter. Therefore, it is important that when labels are used, we use them to describe the child's behavior instead of the child. According to Barbara Kaiser and Judy Sklar Rasminsky in their book *Challenging Behavior in Young Children*, "negative labels can all too easily become self-fulfilling prophecies, preventing you from noticing the child's positive qualities and compelling you to lower your expectations of the child. But when you can see a child in a positive light as tenacious or persistent, rather than stubborn, he can see himself that way and act more positively, too." Furthermore, when communicating to and about a child, using positive labels can change our perspective on how we see and think about what they can and cannot do.

It Starts With Us

As educators, we get overwhelmed and frustrated by the behaviors that children exhibit from day to day. When these behaviors coupled with our emotions get heightened, it ultimately impacts how we view children and our interactions with them.

However, we must remember that many behaviors that children exhibit are developmentally appropriate. For example, a toddler who doesn't want to share her toys isn't mean, instead this is a developmentally appropriate behavior that children 18 months to 3 years old display. Consider the difference between these two scenarios.

Scenario #1 (using negative labels):

Child #1: "Can I play with your trains?"

Child #2: "No, it's mine!"

Child #1: "But I want it!"

Educator: "Stop being mean to your friends. The toys in the classroom belong to everyone, not just you."



Scenario #2 (using positive words):

Child #1: "Can I play with your trains?"

Child #2: "No, it's mine!"

Child #1: "But I want it!"

Educator: "I know it's hard to hear no, but _____ (child's name) said no and that's ok. You can play with the blocks or wait until they are finished playing with the train."



Our role as an educator is to respect children's wishes and offer positive language to support and solve social problems. When we give children the language on what to do in social situations, we help strengthen their social skills and interactions with peers and adults.

Reframing Our Language

Let's reframe our language to support the whole child.

Instead of Saying	Consider Saying
Bad	Requires More Support
So Annoying	Vocal & Assertive
Attention Seeker	Wants to Be Loved
Stubborn/Never Listen	Firm in their Beliefs and Wants (Determined)
Troublemaker	Active & Involved

Strategies (to support using more positive words and phrases when talking to and about children)

1. **Get to know the child** : Go beyond just the surface of knowing the children and find things you may have in common. That way you and the child can develop a deeper connection, thus building a trusting relationship.
2. **Use positive words frequently**: Children love to please us. Therefore, when they hear more positive things being said about them, they are willing to do more positive things. Try phrases such as "You are using kind words today with your friends" or "You are curious about who Ms. P is talking to."
3. **Do continuous reflection of the day**: Begin to take stock of how many times throughout the course of the day you've used positive language to describe a child and/or their behavior.



Reflection:

1. What are your hot buttons? To help you think, check out this [activity sheet](#).
2. Have you ever been labeled?
3. How did the label affect your behavior and relationship? Now imagine how a child may feel when they are labeled.

Sources:

- Kaiser, B., & Rasminsky, J.S. 2012. Challenging Behavior in Young Children: Understanding, Preventing and Responding Effectively.
- School Suspensions are an adult Behavior by RoseMarie Allen [youtube.com/watch?v=f8nkcRMZKV4](https://www.youtube.com/watch?v=f8nkcRMZKV4)

HealthCare4ChildCare Through DC Health Link:

Affordable health coverage
for early childhood providers and their teams

Policy
Beat



HealthCare4ChildCare:

- Helps OSSE licensed child development centers and homes provide affordable group health insurance for their employees through DC Health Link's Small Business Market (SHOP).

- Free and lower premiums are guaranteed for all of 2023 once a resident or employer enrolls.
- Learn more about [HealthCare4ChildCare Through DC Health Link](#).

DC Health Link emailed all OSSE licensed child development centers and homes in October. If you did not receive an email, please email them at HealthCare4ChildCare@dc.gov or [schedule time](#) with them.

The deadline to start coverage by February 1, 2023 has passed. You can still register for coverage to start March 1, 2023. For more information visit dchealthlink.com/healthcare4childcare.

Early Childhood Educator Pay Equity Fund Continues in Fiscal Year 2023!

The Office of the State Superintendent of Education (OSSE) and AidKit will continue to distribute payments directly to eligible early childhood educators through the Early Childhood Educator Pay Equity Fund in FY23. Eligible early childhood educators can receive up to four payments of up to \$3,500 each between October 2022 and September 2023.

Newly hired and newly eligible early childhood educators are encouraged to apply now! [Click here to access the application](#). Early childhood educators who require assistance accessing or completing the application should email support@ecepayequity.aidkit.org or call (202) 831-9298 for support.

Applications are due by 5 p.m. on Feb. 15, 2023 to receive a supplemental payment for quarter two of FY23.

For additional information, visit osse.dc.gov/ecepayequity.



Start Young!: Promoting Intercultural Learning in Early Childhood Settings & the Current Status of Early Childhood Education in America

**Wed, January 25, 2023
2:00 pm EST**



As more time passes, public schools in America are becoming more and more ethnically and racially diverse. A report from the National Center for Education Statistics highlighted a projected increase of at least 14% for Latinx, Asian, and biracial minority students by 2027. To account for the change in student population, schools must review their processes and expected outcomes for culturally & linguistically diverse (CLD) learners and their counterparts. This webinar will highlight professionals engaged in CLD learning and showcase the role CLD plays in supporting teachers to provide high-quality, responsive educational experiences for children.

[Register Here](#)

NBCDI & Sesame Street in Communities present: Happy and Healthy

**Thurs, January 26, 2023
12:00 pm - 1:30 pm EST**



Join the National Black Child Development Institute (NBCDI) and Sesame Street in Communities as they discuss health equity and whole child wellness.

Creating an equitable and just future for our children starts with protecting their health and ensuring proper resources.

[Register Here](#)

Upcoming Events

**CAYL Catalyst
ECE PRIDE: A Great Career**

**Wed, February 2, 2023
4:00 pm EST**

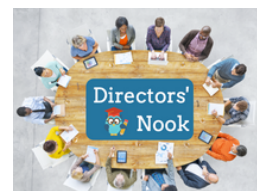


Yes - there are deep and systemic concerns about our field - but the work that Early Childhood Educators do is so valuable that we must share that news, too! Just what makes ECE a great career? How can we celebrate the practitioners who have remained resilient and optimistic throughout a pandemic?

[Register Here](#)

Directors' Nook

**Wed, February 15, 2023
1:00 pm - 2:00 pm EST**



Topic of the Month: An overview of Early Stages and the importance of developmental screening.

Join our virtual meeting for DCAEYC members who are early childhood directors or administrators. This meeting will be a safe place for all early childhood directors and administrators to meet, share, and discuss topics related to our work and any additional interests. This month we'll be joined by Jane Anderson of Child Find for a discussion on Early Stages and developmental screening.

[Register Here](#)

To stay up-to-date on events for the ECE field in DC, visit dcaeys.org/events.

STAY CONNECTED



dcaeys.org

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

[Join DCAEYC](#)

About dcaeys

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**