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Pictured from left to right: Angelique Marshall (Early Educator of the Year, home-based), Patricia Bodrick (Early Educator of the Year, center-based), DCAEYC Board President Berna Artis, and DCAEYC Executive Director Kathy Hollowell-Makle at DC Action's 2023 Renaissance Awards.

Congratulations to the 2023 Early Educator of the Year Awardees!

On Tuesday, May 23, DCAEYC joined DC Action in celebrating the winners of the Early Educator of the Year Award at DC Action's 2023 Renaissance Awards. Congratulations to Patricia Bodrick of First Rock Baptist Child Development Center and Angelique Marshall of Ms. P's Day Care!

The Early Educator of the Year Award recognizes early childhood education professionals (one center-based and one home-based) who have made extraordinary contributions in improving the quality of care and education of young children. For the full list of award recipients, as well as biographies for Patricia Bodrick and Angelique Marshall, visit

wearedaction.org/2023-honorees.

DCAEYC May 2022 Bulletin Board

Deadline for Early Educator Credentialing Requirements is December 2, 2023

In December 2016, the Office of the State Superintendent of Education (OSSE) published updated [child care licensing regulations](#) that increased the education requirements for the early childhood workforce in the District. The deadline for early educators to meet these requirements is December 2, 2023. Click [here](#) for additional information.

New NAEYC Briefs: Deep-Dive Briefs on Impact of Stabilization Grants (Family Child Care and Infant-Toddler)

Check out two new briefs NAEYC released this week on the positive impact that stabilization grants have had on programs, educators, and families – and the harm that is coming when they end.

- Impact of Child Care Stabilization Grants on Programs Serving Infants and Toddlers:
 - [English](#) | [Español](#)
- Impact of Child Care Stabilization Grants on Family Child Care: How Grants Helped Programs and Families, and How the End of Grants Will Hurt Them:
 - [English](#) | [Español](#)

DCAEYC's Position Statement on Early Educator Credentials and Qualifications

DCAEYC embraces the value and importance of credentials and degrees in early childhood education. For our full position statement on this issue, check out our blog post [here](#).

Free Resources for Young Children from the National Gallery of Art

The National Gallery of Art is offering free resources online and in print for young children. [Art Tales](#) is the newest series of lessons and activities with books and videos to keep children engaged. Print versions of these resources can be previewed [here](#) and [here](#).

HealthCare4ChildCare Through DC Health Link

Did you know that along with providing early educators a pay raise, the Pay Equity Fund also provides affordable health coverage for early childhood programs and their teams? You can get coverage either through your employer if they choose to get group coverage, or on your own as an individual. There's still time to get coverage starting on July 1, 2023. For more information click [here](#).

Welcome New DCAEYC Members!

DCAEYC extends a warm welcome to the following new members:

Imani A	Ashley C	Charlett H	Regina M	Hannah O	Syritha R	Carmen V
Meaza A	Colleen C	Elliott H	Josselin M	Elizabeth P	Sheree S	Kenisha W
Lida B	John C	Shadonna J	Remeca M	Stacie P	Keyonta S	Amy W
Raziya B	Amani C	Latasha J	Lisa M	Thurayyah R	Tierra S	Selina W
Artia B	Danielle E	Anna J	Rebecca M	Crystal R	Pamela T	Sandria Y
Tasha B	Pilar F	Yodit K	Nisha M	Ceira R	Khaleshia T	Ingrid Z
Tyler B	Alicia G	Jessica K	Lydia N	Charlene R	Huan T	Pamela Z

DAP: Diversity and Equity

Greetings Early Educators,

Since being published in 1987, The National Association for the Education of Young Children's (NAEYC) Developmentally Appropriate Practice (DAP) Position Statement and book have been the bedrock of teaching, learning, and family engagement in early childhood education for the field. So, I was shocked to learn that Alabama's Governor Kay Ivey declared the book as espousing "woke concepts that have zero to do with a proper education and that are divisive at the core." When Alabama's Early Childhood Education Secretary Dr. Barbara Cooper and NAEYC's Governing Board member defended using DAP, Dr. Cooper was forced to resign.

According to Governor Ivey's office, "woke concepts" include language about inclusion, structural racism, and the guiding of educators to promote positive messages of equality, dignity, and worth to all children's families, including LGBTQ+ families." In other words, the governor's assault on DAP is not only racist but also uninformed about how children learn in environments where they feel nurtured, included, valued, and safe. Inclusion is not just a concept of best practices and skillful educators; it is part of a person's solid personal constitution and nature to be kind and welcoming to all humans regardless of race, class, native language, ethnicity, sexual orientation, religion, or family composition.

A Message from Our ED



Educators work daily to ensure that storybooks, songs, photographs, classroom print, and holiday activities reflect the diversity and cultural perspectives of the children and families they serve. The field of early childhood education has come too far with advancing diversity and equity in classroom environments to allow bigotry and politics to lead the way.

Let's keep pushing!

If you support DAP, [please sign on to stand with NAEYC](#) in supporting the principles of DAP. For discussion points about DAP, check out our Principle of Practice section in this newsletter and the [recently released background document from NAEYC](#).

In solidarity,
Kathy Hollowell-Makle
Executive Director
DCAEYC

DCAEYC Member Profile



Makai Kellogg

Lead Teacher,
Diversity and Equity Coordinator,
School for Friends

Makai Kellogg had a problem. She was a lead teacher at School for Friends near Dupont Circle, and although School for Friends is a preschool led by the Quaker values of cooperation, equality, and nonviolence, she saw a need for anti-bias work to be codified.

“I told [my boss] in my evaluation that it would really be important to me that anti-bias work stayed a large focus of the school,” said Kellogg.

Anti-bias work is critical to Kellogg in large part because of her multiracial background as the child of Afghan and white parents. Growing up in a predominantly Black neighborhood in Southwest, DC, Kellogg was labeled as white throughout her childhood. This was true even with friends who knew of her Afghan heritage. At the same time, Kellogg also felt the impacts of Islamophobia, especially after the attacks on 9/11.

Despite all of this, Kellogg’s parents didn’t have explicit conversations about race at home. She also didn’t come to them with the internal struggles she had over her identity.

Kellogg realized there was a need for parents of multiracial children to have tough conversations around race after attending the [White Privilege Conference](#) for the first time in 2014. This annual conference is hosted by [The Privilege Institute](#) and is designed to examine issues of privilege beyond skin

color. Kellogg was positively influenced because of her experience meeting with other multiracial people in a breakout caucus group.

“After that first experience I said I wanted to create something for families at my school, where we were seeing a growing population of multiracial students,” said Kellogg. “I don’t want these kids growing up like me. I want their parents to be ready to have these conversations, be engaged in these conversations, and be allies when their kids come home saying, ‘Someone said this about me.’”

Kellogg had already been doing anti-bias work in the classroom, but following that first experience at the White Privilege Conference she became more intentional in instituting programs. For example, she led a group for parents of multiracial children and

“I don’t want these kids growing up like me. I want their parents to be ready to have these conversations, be engaged in these conversations, and be allies when their kids come home saying, ‘Someone said this about me.’”

The result of her conversation was the creation of a new role. Along with being a lead teacher at School for Friends, Kellogg became the Equity and Diversity Coordinator. However, creating this new role didn’t happen overnight. To really flesh it out, she took time during a five-week sabbatical to visit mentors and attend conferences to build her skill set.

“I went to Seattle, Denver, New Orleans, Philly, and New York,” said Kellogg. “I went to a bunch of places where I have connections or made new connections.

I learned things and from there it helped me kind of get some guidance on how I do this at this school that has never had this position before.”

Kellogg has continued to build her skill set through being active with DCAEYC. She has particularly grown through her experiences attending the NAEYC Public Policy Forum, which takes place each year right outside DC.

“The main goal for me was to learn something new and see how to advocate,” said Kellogg. “I wanted to connect with other people and see how NAEYC as an organization does this work. That first year, I learned so much. I really enjoyed myself and made friends with everyone in the DCAEYC group.”

Since the first time she went in 2019, Kellogg has continued to attend and grow from the Public Policy Forum.

“The next year, I was even more intrigued because I think they do a good job of planning topics of interest that cover various scopes,” said Kellogg. “It makes me feel like I’m an engaged citizen.”

Kellogg is certainly an engaged citizen. Along with the work she does at School for Friends, she has maintained a [blog](#) she started during her sabbatical that is centered around anti-racism and equity in early childhood education. She also wrote for [the Huffington Post](#), reviewed books for

[socialjusticebooks.org](#), and leads the Equity and Diversity Parent Book Club at her school. While the work to create the spaces Kellogg wants for young children is far from over, she’s clear on the vision that drives her.

“I want to create a truly liberating space for children to thrive and make mistakes,” said Kellogg. “To feel community and learn what they want to learn about and be respected as human beings. That’s how success is supposed to be.”



DCAEYC at the 2023 NAEYC Public Policy Forum

After three years online the NAEYC Public Policy Forum finally returned in-person, and DCAEYC was thrilled to attend with our fantastic state team! For more on this year's forum, check out Makai's blog post on the event [found here](#).

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

Get to Know Makai



Favorite Book
Invisible Man
by Ralph Ellison



Favorite Fantasy Vacation
Zanzibar



Favorite Meal
Anything from her
grandmother



Favorite Singer
Lauryn Hill

What is Developmentally Appropriate Practice (DAP)?

Principle of Practice

In a recent poll conducted by DCAEYC, the question “When you hear the term developmentally appropriate practice, what does that mean to you?” was asked to individuals who have or work with young children daily. Below are some of the responses to what “developmentally appropriate practice” means:

Individual #1 (Prekindergarten Educator): Inclusion and equality in education.

Individual #2 (Educational Specialist): Presenting the right instruction based on the child’s zone of proximal development (ZPD).

Individual #3 (Medical Practitioner): The child is able to meet certain expectations based on their age group.

Individual #4 (Parent of Preschooler): Teaching children things based on their age.

Based on the answers from the poll, it was evident that many understood *what* developmentally appropriate practice is. However, the *how* can be ambiguous for some people, especially the implementation and practices to best support young children.

Developmentally appropriate practice, often referred to as DAP, has been used by individuals in and outside the early childhood field. Along with educators, this includes medical practitioners, families, and policy makers. According to the National Association of the Education for Young Children (NAEYC), developmentally appropriate practice means shaping the way one teaches to fit the children and to suit the rather different kinds of learning children need to do.

For example, having a group of two-year-old children write the letters of the alphabet would be deemed a contrast to developmentally appropriate practice because the majority of children this age do not yet have the strength and dexterity in their hands and fingers to form letters. In addition, children must be able to understand and master the formation of basic lines and shapes before making letters of the alphabet.

However, an educator providing children with various fine motor learning experiences and writing materials to support their writing skills would be considered DAP. Using materials such as popsicle sticks, playdough/clay, shaving cream, etc. can help children understand and learn letter formation. In addition, self-help skills such as brushing teeth, eating, getting dressed, and picking up toys can support eye-hand coordination and motor control. Both of those things are important skills needed to support emergent literacy skills such as writing.

“Developmentally appropriate practice, often referred to as DAP, has been used by individuals in and outside the early childhood field. Along with educators, this includes medical practitioners, families, and policy makers.”



Here are some additional examples:

Developmentally Appropriate

Fine Motor Development

- Educators provide opportunities throughout the day for children to develop fine motor skills through working with suitable materials (e.g., knob puzzles, drawing and writing tools, beads, paper and scissors, blocks, buttons and zippers on clothing). As needed, educators help children acquire such skills through scaffolding their efforts.

Writing

- Educators provide writing materials in various interest/play areas and in a designated space where children can always find a variety of materials for their writing.

Effective implementation

- Educators assess a child's progress toward the program's stated curricular goals, and they reflect on their practice by monitoring the effectiveness of their teaching. They make changes to their teaching practice (environment, schedule, methods, etc.) as necessary to improve effectiveness for the group and for individual children.

In Contrast

- Educators give children fine motor tasks that are too difficult or hold them to an unrealistic high standard in executing tasks. For example, expecting them to write letters with precision when they lack the necessary fine motor control.
- The tools and fine motor experiences that educators provide have an insufficient variety to allow children to progress in eye-hand coordination and motor control. For example, there are only fat markers for the children to use.

- Educators have young children trace letters on worksheets and do other rote tasks to improve their handwriting.
- Heavy emphasis is put on 'correctness' (e.g., correction of errors in children's handwriting and/or spelling) in children's early writing efforts.

- Educators do not regularly make use of assessment information to inform curriculum decisions.

** This chart was selectively adapted from NAEYC's Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, 3rd edition pp. 162 -169.*

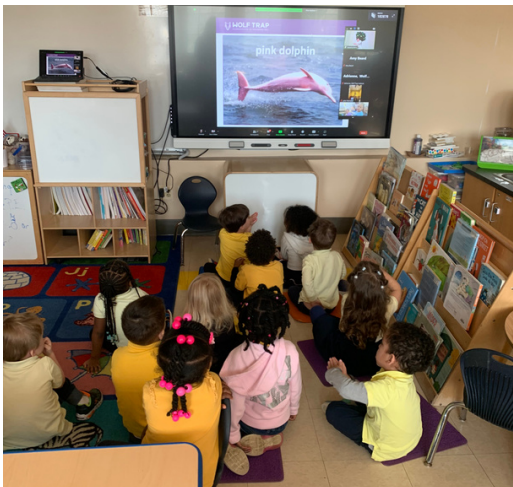
Developmentally appropriate practice is also about intentionality and planning. Educators are always intentional with how they plan, introduce a concept, and provide support to individual children. Additionally, educators ensure a lesson plan is specific to meet the needs of individual children's goals by using strategies and learning experiences that are both challenging and achievable. When young children are given experiences based on their developmental level, they are excited about what they are learning, less likely to be frustrated, and more successful with mastering the skill.

So, what is developmentally appropriate practice (DAP)? It is...

1. Meeting children where they are.
2. Scaffolding learning experiences and activities based on children's prior knowledge and what they know.
3. Being intentional and planning based on assessment and documentation of individual children's areas of strength and growth.



Thank you to everyone who joined us for 2023's Month of the Young Child! We had a blast celebrating all month long with our wonderful ECE partners, friends, and allies. Visit dcaeyc.org/resources for access to a select set of resources gathered during the month.



Under 3 DC Update on Budget Season



Policy Beat

The DC Council gave preliminary approval to its budget on Tuesday, May 16, 2023. They voted to keep in place the \$5.4 million cut to the Pay Equity Fund (PEF) in the FY 2023 supplemental budget and the \$4.4 million recurring cut to PEF in the FY 2024-27 financial plan. OSSE is

confident that there is enough funding in the FY 2024 proposal to meet need, and Chairman Mendelson committed to ensuring that there will be adequate funding for the existing program in future needs as costs grow. We thank the Chairman for his commitment that PEF has sufficient funding in future years. We will work with him to make good on that promise.

The Council failed to include Under3DC's ask to increase Home Visiting funding by \$700,000 to support higher pay for Home Visiting staff. The coalition is still pounding the pavement and pushing Councilwoman Henderson and members of the Health Committee to find a revenue source to pay for this budget ask.

The Council will take its second vote on the Local Budget Act (LBA) on Tuesday, May 30, 2023, when all funding decisions will be final. After that, in early June the Council will take its second vote on the Budget Support Act, which includes changes to the DC code/policy changes that "follow the money" in the LBA.

Pay Equity Fund Update from OSSE



In fiscal year 2022 (FY22) and FY23, the Office of the State Superintendent of Education (OSSE) partnered with AidKit to administer the Early Childhood Educator Pay Equity Fund and distribute direct payments to early childhood educators. In accordance with the recommendations of the [Early Childhood Educator Equitable Compensation Task Force](#), in FY24, which begins on Oct. 1, 2023, OSSE will cease making direct payments to early childhood educators through AidKit and begin distributing funds directly to child development facilities through a Child Development Facility (CDF) payroll funding formula.

To receive funds from the CDF payroll funding formula, child development facilities must be licensed by OSSE and agree to pay eligible early childhood educators, by position and degree, salaries that meet or exceed the minimum salaries established by OSSE for FY24. Child development facilities are not required to participate in the Early Childhood Educator Pay Equity Fund, but it is [highly encouraged](#).

On Wednesday, April 12, 2023, OSSE published the two documents related to [FY24 of the Early Childhood Educator Pay Equity Fund](#). Please click the links below to review the documents.

- [FY24 CDF Payroll Funding Formula](#)
- [FY24 Minimum Salaries and Salary Schedule for Early Childhood Educators](#)

OSSE will publish additional information on FY24 of the Early Childhood Educator Pay Equity Fund, including translated documents, as it is available and will share updates on the topic with the early learning community via email and during monthly DC Early Childhood Stakeholder calls.

If you have questions related to the CDF payroll funding formula or minimum salaries and salary schedule for early childhood educators, please contact OSSE.DELCommunications@dc.gov.

What's Happening with the Unifying Framework: An Update from the Commission on Professional Excellence in Early Childhood Education



Wed, May 31, 2023
2:00 pm - 3:00 pm

When educators' autonomy and expertise is attacked, it underscores the importance of having a strong, supported, and unified ECE profession. In this webinar, members of the Commission on Professional Excellence and representatives from states will provide updates on past, present, and future work and priorities; share new resources; and highlight the ways in which educators, advocates, and state leaders are building on and aligning with the Unifying Framework.

[Register Here!](#)

CAYL Catalyst - Leveraging Funding: Addressing the Fiscal Cliff



Thurs, June 1, 2023
4:00 pm - 5:00 pm

With most pandemic funding scheduled to terminate in September 2024, a major fiscal cliff is looming for ECE - to the tune of a \$48 billion deficit for our industry. What effects will this have on ECE? How can we turn this cliff into a bridge leading to permanent investments in the ECE infrastructure of this nation?

[Register Here!](#)

A Conversation with Early Childhood Directors and Administrators - Emergency Town Hall Meeting



Thurs, June 1, 2023
6:00 pm - 7:30 pm

Join us for an emergency town hall meeting for early childhood directors and administrators. For full the meeting agenda see [this flyer](#).

[Register Here!](#)

Upcoming Events

Referral, Evaluation and Eligibility Process - Online Training

Thurs, June 1, 2023
6:30 pm - 7:30 pm



Join Smart from the Start and Families First DC Langston/Carver FSC, in partnership with the DC Special Education Hub, for an engaging online training session. Dive into the referral, evaluation, and eligibility processes in special education. Boost your understanding and skills while navigating these critical steps.

[Register Here!](#)

Roundtable on Early Childhood Educator Equitable Compensation

Tue, June 13, 2023
11:00 am



The DC Council wants to hear feedback from early childhood educators (lead teachers, teachers, caregivers, associate caregivers) receiving compensation from the Pay Equity Fund. **The deadline to sign up to testify is 5pm ET on Friday, June 9.**

For info on how to sign up and how to prepare testimony, the Under 3 DC Coalition has prepared a testimony toolkit, available in both [English](#) and [Spanish](#).

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

STAY CONNECTED



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**