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**naeyc**<sup>®</sup>

**annual report 2010**

**national association for the education of young children**

## A message from Jerlean Daniel, NAEYC Executive Director

*I* am so honored to have been named NAEYC's Executive Director. NAEYC has been my professional home for more than 30 years. My varied NAEYC connections—as a teacher eagerly awaiting the next issue of *Young Children*, center director striving for NAEYC Accreditation, Board president, faculty member sharing NAEYC resources with students, and most recently staff—have helped me appreciate NAEYC's many strengths.

Working together with our state and local Affiliates, NAEYC offers a community where all those committed to improving teaching and learning for all young children can come together, learn, and take action on behalf of children and the early childhood profession. Early on in my career, NAEYC gave me a place to express my voice about professionalizing our field, an issue about which I have always cared deeply. NAEYC became My NAEYC because it helped me become a more effective early childhood professional, and it provided me opportunities to contribute and lead.

As NAEYC's Executive Director, my goal is to increase these types of connecting opportunities for the many individuals who work for and with young children. I want us to commit to always seek out and respectfully listen to diverse points of view, to consider implications of different cultural contexts, and to support each other's learning in ways that strengthen the connections between research, policy, and practice. Working together, we craft position statements and set standards that define excellence for early childhood teachers and programs. We strive to put those standards into practice by offering publications and resources that support professional development and recognizing programs that meet our standards. We also encourage further research and work to ensure that federal, state, and local policies result in a high-quality *system* of early childhood education. This system must support all children and families as well as a stable cadre of well-qualified and equitably compensated early childhood professionals who reflect the diversity of our communities.

This annual report describes the many ways in which NAEYC is supporting more effective teaching and learning for all young children. I hope that you will join our efforts and also proudly say, "This is my NAEYC!"

## National Association for the Education of Young Children 2010 Annual Report

NAEYC is the leading membership association for those working with and on behalf of children from birth through age 8. NAEYC **convenes** thought leaders, teachers and other practitioners, researchers, and other stakeholders and **sets standards of excellence** for programs and teachers in early childhood education. NAEYC programs and services promote broad implementation of these standards by *accrediting programs for children and professional preparation* that meet our standards, *supporting effective teachers and programs* through an extensive portfolio of professional development resources and networking opportunities for early childhood teachers, paraeducators, administrators, college faculty, and others; and *advancing leadership and systems development* to create a well-financed, high-quality system of early childhood education for all young children.

### 2010: A Year of Transition and Challenge

NAEYC experienced a transition in executive leadership when Mark R. Ginsberg announced his intent to leave NAEYC in early 2010. At its January meeting, the NAEYC Governing Board selected Jerlean E. Daniel, Ph.D., to become the Association's new Executive Director in July. Mark and Jerlean co-led a seamless six-month transition after which Jerlean assumed the role of Executive Director.

Like many others, NAEYC has faced challenges in this fiscal year due to the economic recession. State and local budget cuts placed pressure on many schools and child care programs. Programs faced reduced tuition revenues and dwindling enrollments as family members lost jobs or reduced work hours. NAEYC's major revenue sources—membership, conferences, books and other resources, accreditation—are driven largely by voluntary choices and the use of discretionary funds, whether on an individual or institutional basis. NAEYC deeply appreciates the efforts of those who chose to take part in our programs and services this year, sometimes making difficult budget choices.

The executive transition is providing a unique opportunity to carefully examine our current business model and to consider how our programs and services can be better tailored to meet the needs of the members of today and tomorrow. We will be seeking input from current and potential members alike as we strive to increase our connected network, matching our historic commitment to high-quality services with fresh, cost-effective, and user-friendly ways to support those working for and with young children.



*Thank you,  
Mark R. Ginsberg!*

**NAEYC is grateful to Mark R. Ginsberg for his leadership and the Association's many accomplishments during his tenure. The Governing Board and senior staff honored him by announcing the naming of the Mark R. Ginsberg Auditorium in our headquarters facility, acquired under his leadership.**

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## Convening thought leaders, teachers and other practitioners, researchers, and stakeholders

### Annual Conference and Expo

The NAEYC Annual Conference and Expo is one of the foremost professional development experiences for the early childhood field. Each year, NAEYC's Annual Conference features hundreds of peer-reviewed presentations and exhibits, and many other opportunities for early childhood teachers and other professionals to learn about the latest research, discuss new ideas for professional preparation, and network and share with colleagues. The 2010 Annual Conference in Anaheim, California, marked a first in which the conference was held jointly with the National Black Child Development Institute's annual meeting. The 2011 Annual Conference will be in Orlando, Florida, November 2–5, 2011.

### Public Policy Forum

In February 2010 teams of NAEYC members from almost every state came to Washington, D.C., for the annual NAEYC Public Policy Forum. They heard from distinguished federal policy makers and met with their US senators and representatives, focusing on increased investments in early childhood education, expanded access to and improved quality of child care, and a continuum of developmentally appropriate standards and curricula and support for early childhood educators in the Elementary & Secondary Education Act.

### National Institute for Early Childhood Professional Development

More than 2,300 participants gathered in Phoenix, Arizona, in June 2010 for the National Institute. Faculty from two- and four-year colleges and universities, program administrators, and state and national policy makers explored “Emotional Intelligence as a 21st Century Skill” and discussed new strategies for incorporating research and professional experience into teacher education, training, administration, and advocacy.

### National Summit: State Professional Development Leadership Team Work Day

State leadership teams from 36 states and expert facilitators from more than 20 national organizations comprised the more than 300 participants at the 2010 National Summit: 4th Annual State Professional Development Leadership Team Work Day held in conjunction with the Institute. Funded with the support of the Birth to Five Policy Alliance and the McCormick Foundation, the summit offered peer-to-peer discussions, state team meetings, and interactive plenary presentations by Joan Lombardi, Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development, Administration for Children and Families, and Jacqueline Jones, Senior Advisor to the Secretary for Early Learning, Office of The Secretary, US Department of Education.



*NAEYC brings together thought leaders, teachers and other practitioners, researchers, and other stakeholders to share cutting-edge information regarding early childhood-related research, policy, and practice and to work to advance each of these areas. NAEYC-sponsored conferences are among the largest gatherings of early childhood professionals in the world. NAEYC's local, state, and regional Affiliates also host meetings and conferences throughout the year, offering many more opportunities for early childhood educators to exchange ideas and learn together. Interest Forums encourage networking among members who share a particular interest or concern. NAEYC's growing use of social media offers new venues for our traditional convening role.*

# Setting Standards of Excellence

## Developmentally Appropriate Practice and Research

NAEYC is perhaps most known for developmentally appropriate practice (DAP), a framework of principles and guidelines for best practice in the care and education of young children, birth through age 8. Grounded both in the research on how young children develop and learn and in what is known about education effectiveness, the DAP principles and guidelines outline practice that promotes young children's optimal learning and development. NAEYC's standards for professional

preparation, early childhood program standards, code of ethics, and other position statements complement and support developmentally appropriate practice. This year marked the adoption of the 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs, based on the 2009 position statement. These standards provide the basis for accreditation from the NAEYC Commission for Early Childhood Associate Degree

Accreditation as well as for NAEYC recognition of programs through the National Council for the Accreditation of Teacher Education (NCATE). The Standards are aligned with NCATE Specialty Areas Studies Board (SASB) Principles and NCATE Unit Standards, Interstate New Teacher Assessment and Support Consortium (InTASC) Principles, and National Board for Professional Teaching Standards (NBPTS) Core Propositions, aligning NAEYC with other major efforts in teacher education.

NAEYC is widely respected for its role in setting standards of excellence for teachers and early childhood programs and adopting position statements that guide early childhood practice, policy, and research.

## Position statements under development

Work began on two position statements in collaboration with other partners in 2010. A statement on children and technology is under development with the Fred Rogers Center for Early Learning and Children's Media. A statement on Response to Intervention (RTI) is under development through a partnership with the Division for Early Childhood (DEC) of the Council for Exceptional Children and the National Head Start Association. Both statements are expected to be finalized in 2011.

## Center for Applied Research

In September 2010 NAEYC announced the formation of the Center for Applied Research. The Center will work to strengthen the Association's commitment to link research, policy, and practice in support of early childhood professionals and those they serve. Building upon the work of the previous Office of Applied Research, the Center will also expand NAEYC's use of its own data, including those collected in its accreditation of programs for young children, and explore partnerships with others to link program data with child outcomes. The goal is to enhance evidence-based standards and practices in the field and to ensure research is supporting the challenging, real-life decisions educators and policy makers must make. Under the leadership of newly appointed director Kyle Snow, Ph.D., the Center will also assume responsibility for the development of NAEYC's position statements.

# Diversity and Cultural Competence

Appreciation of the cultural context in which development and learning occur is a critical component of developmentally appropriate practice. This key concept is embedded in all of NAEYC's standard-setting efforts. Recent grant support has allowed NAEYC to develop resources to encourage diversity and support cultural competence in early

childhood programs. The A.L. Mailman Foundation has supported the *Pathways to Cultural Competence* project, which is exploring the feasibility of and piloting strategies to infuse issues of cultural competence in state Quality Rating and Improvement Systems (QRIS). Additionally, funding from the Picower Foundation supported the *Engaging*

*Diverse Families* project in which NAEYC identified exemplary program practices and learned how programs are successfully engaging the diverse populations they serve.

Ten programs, all NAEYC Accredited, were recognized in April 2010 as exemplary for their family engagement practices.

- [Children's Village Child Care Center in Philadelphia, Pennsylvania](#)
- [CRT Locust Early Care & Education Program in Hartford, Connecticut](#)
- [Iowa State University Child Development Laboratory School in Ames, Iowa](#)
- [Montgomery County Community College Children's Center in Blue Bell, Pennsylvania](#)
- [Pennsylvania Rainbow School in Stanford, California](#)
- [School for Friends in Washington, D.C.](#)
- [Sheltering Arms Early Education & Family Center—International Village in Atlanta, Georgia](#)
- [Sunnyside Child Care Center at Smith in Northampton, Massachusetts](#)
- [The Family Schools, Inc., in Brewster, Massachusetts](#)
- [YWCA of Minneapolis Downtown Children's Center in Minneapolis, MN](#)

NAEYC also recognized these five programs for their noteworthy family engagement accomplishments:

- [BlueSkies for Children in Oakland, California](#)
- [Kidango Little Washington Township in Fremont, California](#)
- [Temple Beth Shalom Foundation School in Miami Beach, Florida](#)
- [Egenolf Early Childhood Center in Elizabeth, New Jersey](#)
- [Pocono Services for Children and Families in East Stroudsburg, Pennsylvania](#)

Support from the Bernard van Leer Foundation enabled NAEYC to investigate how early childhood programs in the United States and Europe engage immigrant families in their children's learning, how programs learn about these families and incorporate their cultures into their classrooms, and what programs are doing in terms of their staff's professional development related to working with immigrant children and families.

The importance of NAEYC's efforts to better prepare early childhood professionals to work effectively with diverse groups of children and families has been underscored by recent Census figures in which children of color are now the majority of all 3-year-olds in the United States. NAEYC's commitment to being an ever more high-performing, inclusive organization is not new, but the recent demographics emphasize the imperative for expanding this essential work.



# Accrediting Programs for Early Childhood Professional Preparation and for Young Children

## Accreditation of Early Childhood Professional Preparation Programs

NAEYC's Standards for Early Childhood Professional Preparation are implemented through two different accreditation systems. As a constituent member of the National Council for Accreditation of Teacher Education (NCATE), NAEYC reviews Initial and Advanced early childhood programs in institutions seeking NCATE accreditation. Approximately 350 programs are currently NAEYC recognized in 42 states. Additionally, NCATE State Partnerships provide recognition of NAEYC's professional preparation standards as the national standards for early childhood teaching.

The NAEYC Commission on Early Childhood Associate Degree Accreditation, now entering its fifth year, has awarded accreditation to 113 associate degree programs in 24 states. An additional 100 programs are in self study, representing 14 additional states.

Because both systems use the same standards, the possibility of articulation agreements between associate and baccalaureate degree institutions is greatly enhanced, furthering the possibilities for many early childhood professionals to enhance their professional qualifications.

## NAEYC Academy for Early Childhood Program Accreditation

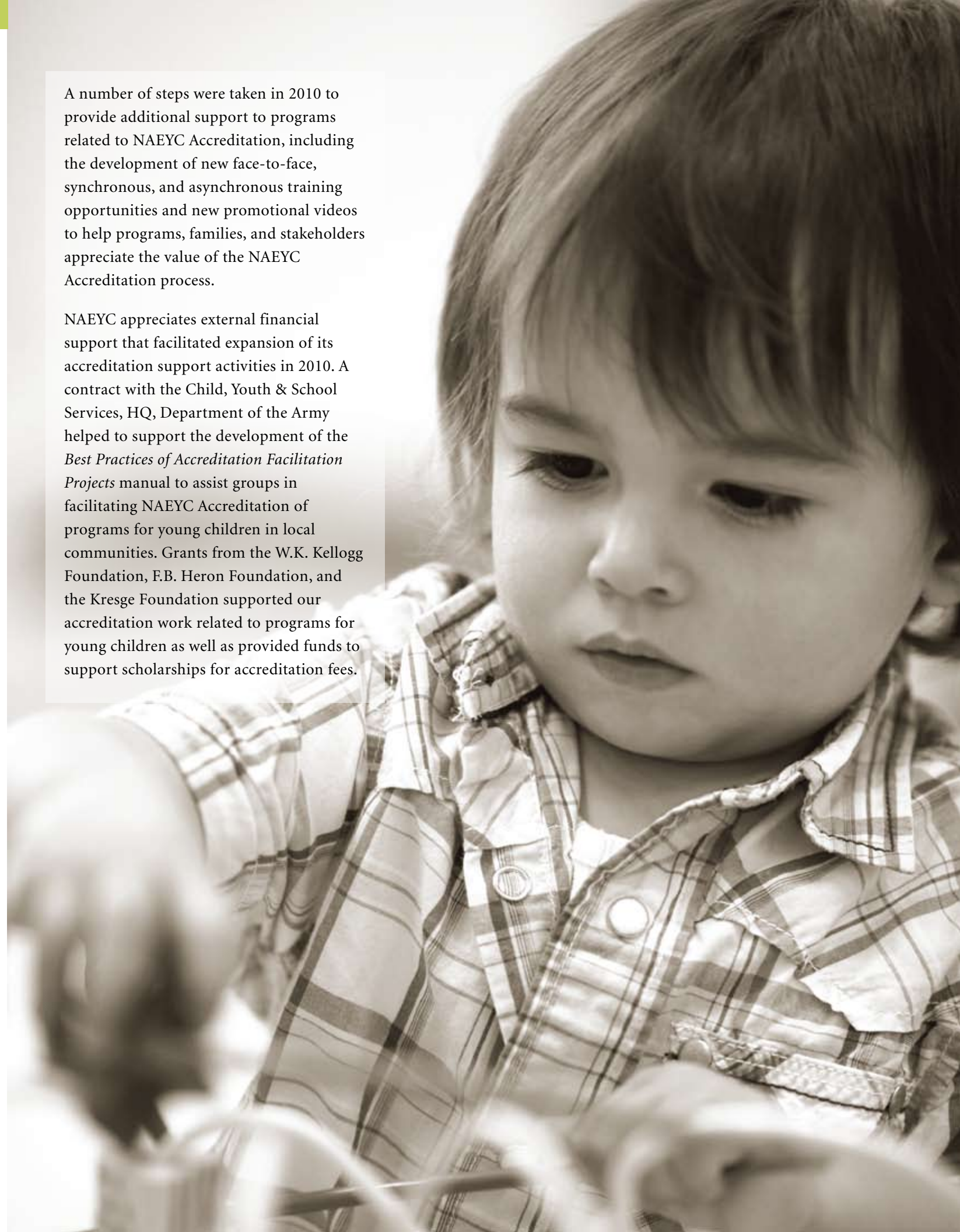
The NAEYC Academy is the nation's premier accreditation system for programs in schools and centers serving young children birth through kindergarten, with nearly 7,000 accredited programs nationwide and around the world on US military installations. In May 2010 an independent review of the NAEYC Academy's accreditation system was released. The review focused on the assessment process used to reach accreditation decisions and was led by Walter S. Gilliam of Yale University.

The review found many strengths in the current system, including the accreditation measures and protocols, the assessor protocols and training process, the use of assessor reliability checks, and review process for programs that initially fail to achieve accreditation. The review also noted some challenges, primarily the large number of criteria related to the 10 program standards. The NAEYC Academy is now engaged in a full-scale review of the criteria and is taking steps to streamline the accreditation process and increase its transparency, including streamlined forms, updated guidance, and clarifications to the appeals process.

A number of steps were taken in 2010 to provide additional support to programs related to NAEYC Accreditation, including the development of new face-to-face, synchronous, and asynchronous training opportunities and new promotional videos to help programs, families, and stakeholders appreciate the value of the NAEYC Accreditation process.

NAEYC appreciates external financial support that facilitated expansion of its accreditation support activities in 2010. A contract with the Child, Youth & School Services, HQ, Department of the Army helped to support the development of the *Best Practices of Accreditation Facilitation Projects* manual to assist groups in facilitating NAEYC Accreditation of programs for young children in local communities. Grants from the W.K. Kellogg Foundation, F.B. Heron Foundation, and the Kresge Foundation supported our accreditation work related to programs for young children as well as provided funds to support scholarships for accreditation fees.

Recognizing programs that meet our standards of excellence is one of the key ways NAEYC models ongoing quality improvement, the core of our mission. Accredited programs demonstrate NAEYC standards in action, providing exemplars of good practice for the profession and the community at large.



NAEYC offers an extensive array of periodicals, books, and other professional development resources to support the professional preparation and ongoing professional development of early childhood teachers, family child care providers, administrators, faculty, and other professionals.

## Supporting Effective Teachers and Programs



### Periodicals

*Young Children*, a professional, peer-reviewed journal, keeps NAEYC members and their colleagues informed about best practices for and latest ideas in early education. Each issue features a cluster on a specific topic; 2010 clusters included learning through experience, performing arts, men in the lives of young children, diverse early childhood practice, traditional and innovative tools for learning, and lessons learned from educators around the globe. One of the most valued benefits of membership, *Young Children* is available in print as well as electronically, along with a growing archive. *NEXT for Young Children*, an accompanying professional development guide, will begin publication in 2011.



*Teaching Young Children/Preschool* offers practical, research-based information. It is designed for busy preschool educators, with its brief, direct, and friendly writing style and many photographs illustrating teaching ideas and strategies. This fast-growing magazine and the accompanying professional development guide, *NEXT*, are published five times a year.



### Voices of Practitioners: Teacher Research in Early Childhood Education

This online publication includes articles, resources, and tools for promoting teacher research efforts.



NAEYC's scholarly journal, *Early Childhood Research Quarterly*, explores the latest research on early childhood development and provides advice on applying research in classroom or university settings. Published by Elsevier, ECRQ is widely recognized for its social, policy, and educational relevance and its work that strengthens links between research and practice.

### Books

NAEYC has an extensive book publishing program, with some 75 titles currently in print in the areas of child development; teaching effectiveness; leadership and management; math, literacy, and other content areas; and more. Research-based and practice-oriented, NAEYC books are used in many college courses, offering college students valuable information while fostering a first connection to their professional association. Among NAEYC's recent titles are *Anti-Bias Education for Young Children and Ourselves*, *The Young Child and Mathematics*, 2nd ed., (copublished with the National Council of Teachers of Mathematics); *Ramps and Pathways: A Constructivist Approach to Physics with Young Children*; *Young Investigators: The Project Approach in the Early Years*, 2nd ed., (copublished with Teachers College Press), and *Mind in the Making: The Seven Essential Life Skills Every Child Needs* (with Harper/Collins), plus a study guide exclusively for NAEYC readers. NAEYC Comprehensive Members receive a selection of the newest releases—a great way to build a professional library.

New this year, NAEYC provides supplementary materials on its website to accompany selected books. These materials include opportunities to engage in Q&A with authors, as well as links to book-related resources.

### Training Programs

Recognizing the varied needs of practitioners and professional development specialists, NAEYC now offers a variety of training delivery methods—web- and computer-based, face-to-face and online, training-of-trainers, and direct training for practitioners. Current training topics include developmentally appropriate practice and play, child assessment, human resource management, and communicating with families in challenging situations.

NAEYC was honored in July 2010 to be recognized as an authorized provider of continuing education and training by the International Association for Continuing Education and Training (IACET). This recognition allows NAEYC to now offer continuing education units (CEUs) in conjunction with its training programs.

Across the array of our professional development resources, NAEYC is focused on developing more customizable approaches to meet the specific interests of individual users, delivering expert content when and where it is needed in a highly accessible manner.





## Advancing Leadership and Promoting Systems Development

### A Vision of Excellence for Early Childhood Education

NAEYC and its members are a leading voice for early childhood education to Congress and other federal entities, governors and state legislatures, state and local agencies, and other policy makers throughout the country. Our issue-driven, nonpartisan public policy and advocacy work strives to

1. support a high-quality and well-compensated early childhood workforce,
2. create developmentally appropriate continuums of learning and development for all children from birth through third grade,
3. promote well-financed, effective systems, and
4. expand access for children to high-quality programs in all settings.

NAEYC issues a Call to Action for each session of Congress. Although a number of our recommendations were considered in the 111th session of Congress and advocates demonstrated tremendous energy and support, the session ended with limited accomplishments in early childhood education due to legislative stalemates.

NAEYC also supports our state and local Affiliates in their policy efforts, including technical assistance for the development and implementation of quality rating and improvement systems (QRIS) and comprehensive systems for early childhood education, including integrated professional development systems. NAEYC provides stakeholders with information on state policy, developments, tailored technical assistance, and a range of resources. As statewide QRIS continue to develop in some states and grow and modify in others, NAEYC helps states develop and improve their QRIS, including linkages to NAEYC Accreditation of Programs for Young Children. An NAEYC-developed checklist for cultural competence has helped states consider this key aspect in their QRIS work. The work of our Early Childhood Workforce Systems Initiative helps states create, enhance, and implement policies that result in an integrated professional development system for all early childhood education professionals.

NAEYC works to advance leadership and systems development in order to create a well-financed, high-quality system of early childhood education for all children.

## Advancing NAEYC

NAEYC works together with its network of more than 300 Affiliate Groups in communities, states, the District of Columbia, and US territories, to advance our shared mission on behalf of young children and the early childhood profession and to further strengthen our commitment to be an ever more high-performing, inclusive organization.

Affiliate Groups provide members many different opportunities to engage in professional development, advocacy, and networking activities with colleagues at all levels. Affiliates are represented by the Affiliate Council, an NAEYC advisory body that provides leadership and guidance to further strengthen the capacity of the NAEYC Affiliate Network.

## Nurturing NAEYC Leaders

NAEYC is committed to being a model of diverse leadership and leadership development. A number of NAEYC leadership programs are supported by the Lasting Legacy Campaign, through which NAEYC members and others make generous contributions that support the development of a diverse cadre of leaders.

*Lasting Legacy scholarships* help recipients attend NAEYC's Annual Conference or National Institute for Early Childhood Professional Development. Over 50 emerging

leaders received funding to attend the 2009 and 2010 Annual Conferences or the 2010 National Institute. In December the new Diane Trister Dodge Lasting Legacy Scholarship was announced, which will provide full-expense support for a recipient to attend the National Institute each year. Diane, a former NAEYC Board member, was inducted into the Association of Educational Publishers Hall of Fame in 2010. She is founder and president of Teaching Strategies, NAEYC's first Year-Round Sponsor.

The NAEYC Leadership Fellows program is NAEYC's newest leadership initiative in which NAEYC partners with existing leadership development programs in early childhood education. Fellows receive support to attend additional NAEYC-focused activities. Noelle Bee of Tallahassee, Florida, was named NAEYC's first leadership fellow in 2010.



**Legacy Scholarship** recipients recognized at the 2009 NAEYC Annual Conference Opening General Session. The scholarship recipients are Lydia Bartram, Meagan Blake, Cindy Boyd, Jacqueline Brechbill, Sara DeCuir, Annie Deken, Cheryl Deverell, Helen Welde Doyle, Tammy Dunn, Helene Hancock, Charlene Hinson, Alberto Mares, Elizabeth Morgado, Lisa Pakele, Sapna Patel, Puhala Pea, Bobbie Piasecki, Nichole Polifka, John T. Rich, Ayesha Simpson, Libby Tragesser, Sara Wagenmaker, Racquel L. Washington, and Kawana Williamson.

# Contributors, Sponsors, and Financial Report

## Building a Lasting Legacy Campaign

NAEYC deeply appreciates the contributions of members and others to the Building a Lasting Legacy Campaign. NAEYC especially thanks those members and leaders who made gifts to the Lasting Legacy Campaign in 2010 in honor of former Executive Director Mark R. Ginsberg.

NAEYC recognizes individuals who include the Association in their wills or estate plans as members of the Legacy Society. The Circle of Leadership Society includes those individuals who have contributed \$1,000 or more annually to the Lasting Legacy Campaign.

## Contributors

NAEYC expresses its deep appreciation to the following funders whose support furthered NAEYC's programs and services in 2010: Birth to Five Policy Alliance, F.B. Heron Foundation, W.K. Kellogg Foundation, Kresge Foundation, Bernard van Leer Foundation, A.L. Mailman Foundation, McCormick Foundation, and Picower Foundation.








## Sponsors

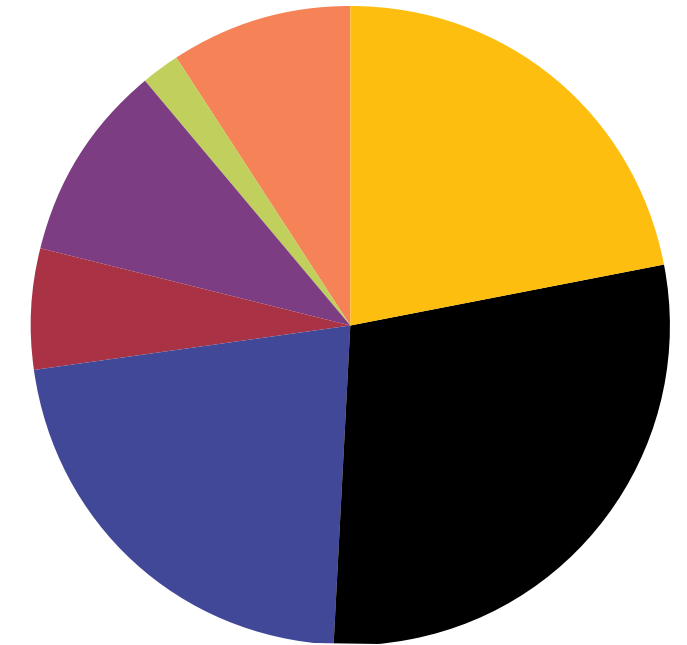
NAEYC Sponsors provide the highest level of support for NAEYC's marketing program in exchange for special promotional rights. NAEYC is proud to recognize Teaching Strategies as its first Year-Round Sponsor. NAEYC also appreciates those sponsors who support specific events, including the Annual Conference and National Institute for Early Childhood Professional Development.

## Financial Report








*Based on final, audited results for Fiscal Year 2010, which ended August 31, 2010*

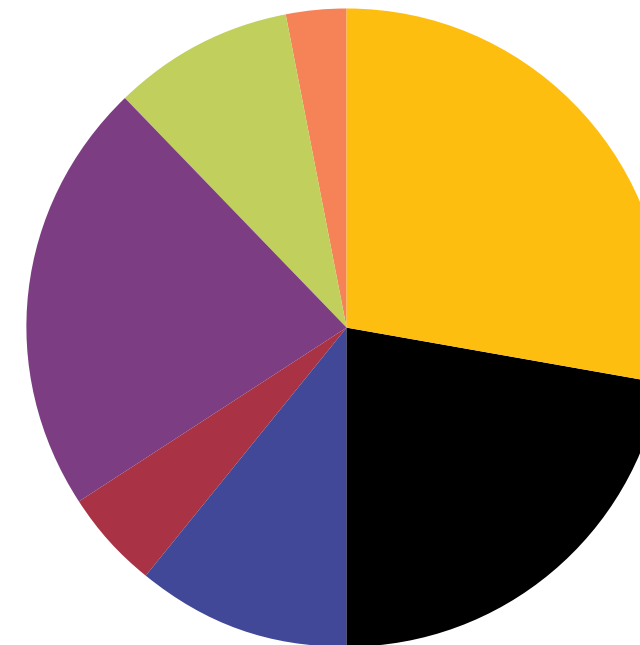
### Income: \$20,900,380

	Accreditation of Programs for Young Children	\$4,639,812	22%
	Periodicals, Books, and Other Resources	\$6,105,290	29%
	Conferences	\$4,596,684	22%
	Member Services	\$1,177,877	6%
	Operations	\$2,179,824	10%
	Other Programs	\$391,401	2%
	Transfer from Reserve Funds	\$1,809,492	9%



### Expenses: \$20,900,380

	Accreditation of Programs for Young Children	\$5,947,672	28%
	Periodicals, Books, and Other Resources	\$4,603,197	22%
	Conferences	\$2,401,769	11%
	Member Services	\$964,574	5%
	Operations	\$4,611,103	22%
	Other Programs	\$1,825,846	9%
	Research & Development Reserve	\$546,219	3%



Note: At the end of fiscal year 2010, \$1,809,492 was transferred from the Association's reserve funds to support projects approved by the NAEYC Governing Board.

# Governance

## NAEYC Governing Board

The NAEYC Governing Board holds fiduciary responsibility for the Association. Board members are nominated on the basis of their ability to make thoughtful decisions that are in the best interests of the entire Association. Serving four-year terms that begin June 1, Board members are elected by members on a staggered basis in annual elections.

NAEYC deeply appreciates the leadership contributions of these members through their Board service in FY10:

**Sue Russell**, *President through May 2010*, Child Care Services Association, Chapel Hill, North Carolina

**Stephanie Fanjul**, *President beginning June 2010*, North Carolina Partnership for Children, Raleigh, North Carolina

**Jamilah R. Jor'dan**, *Vice President through May 2010*, Jor'dan Consulting Groups, Chicago, Illinois

**Roberta Schomburg**, *Vice President beginning June 2010*, School of Education, Carlow University, Pittsburgh, Pennsylvania

**Lori Longueville**, *Secretary through May 2010*, Child Care Resource and Referral, John A. Logan College, Carterville, Illinois

**Susan DeVenny**, *Secretary beginning June 2010*, South Carolina First Steps to School Readiness, Columbia, South Carolina

**Barbara Yates**, *Treasurer*, Resources for Child Caring, St. Paul, Minnesota

**Thomas Brock Sr.**, Auntie Mary Nicoli School, Aniak, Alaska

**Stephanie M. Curenton**, Rutgers University, New Brunswick, New Jersey

**Harriet A. Egertson**, Early Childhood Consultant, Temecula, California

**Danielle Ewen**, Center for Law and Social Policy, Washington, DC

**Yolanda Garcia**, WestEd, Institute for Advancing Excellence in Early Education, San José, California

**Frank Gettridge**, *through May 2010*, STAR NET Region V, Chicago Public Schools, Chicago, Illinois

**Rebecca E. Gomez**, National Center for Children and Families, Teachers College, Columbia University, New York, New York

**Jane Henderson**, *through May 2010*, Program-Policy Consulting, Berkeley, California

**Gera Jacobs**, *through May 2010*, University of South Dakota, Vermilion, South Dakota

**Anna Mercer-McLean**, *beginning June 2010*, Community School for People Under Six, Chapel Hill, North Carolina

**Thomas Rendon**, Iowa Head Start State Collaboration Office, Des Moines, Iowa

**Sharon Ritchie**, *beginning June 2010*, Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill, North Carolina

**James A. Scott Jr.**, Ohio Department of Education, Head Start Collaboration, Columbus, Ohio

**Debra Sullivan**, Praxis Institute for Early Childhood Education, Seattle, Washington

**Dennis Sykes**, *beginning June 2010*, Center for Special Needs Populations, Ohio State University, Columbus, Ohio

**Mark R. Ginsberg**, *Ex Officio, through June 2010*, NAEYC Executive Director

**Jerlean E. Daniel**, *Ex Officio, beginning July 2010*, NAEYC Executive Director

## NAEYC Accreditation

To ensure the independence of NAEYC accreditation decisions from membership issues, the NAEYC Governing Board delegates responsibility for ensuring each system's equity, integrity, and accountability. NAEYC expresses its appreciation to the following members who served in these governance structures in FY10:

### Council for NAEYC Accreditation of Programs for Young Children

**Bela Moté**, *Chair*

**Teri Talan**, *Chair-Elect*

**Sandy Blanco**

**Pamla Boulton**

**Nancy von Barga**

**Meir Muller**

**Diane Nicolet**

**James Squires**

**Wayne Watkins**

**Linda Anderson**, *Staff Liaison*

### NAEYC Commission for Early Childhood Associate Degree Accreditation

**Rebecca Brinks**, *Chair*

**Elisa Huss-Hage**, *Chair-Elect*

**Isela Castañon-Williams**

**Camille Catlett**

**Rebecca Gorton**

**John J. Johnston**

**Deborah Jordan**

**Toni Ungaretti**

**Alison Lutton**, *Staff Liaison*

## NAEYC Affiliate Council

State AEYCs identify representatives to serve on the NAEYC Affiliate Council, which provides a networking forum for Affiliate leaders and develops recommendations for the NAEYC Governing Board regarding Affiliate issues. The following members served as the Executive Committee of the Affiliate Council in FY10:

**Margaret Bauer**, *Chair*

**Betsy Carlin**, *Chair-Elect*

**Toni Cacace-Beshears**, *Past Chair*

**Roberta Schomburg**, *NAEYC Governing Board Liaison*

**Pamala Brooks**

**Janna Cook**

**Annie Rooney-French**

**Lillian Englund**

**Melanie Felton**

**Sue Gainer**

**Jennifer Griffith**

**Kathleen Seeley**

**Connie Stout**

**Gwen Simmons**, *Staff Liaison*

NAEYC also expresses its appreciation to those individuals who served as state representatives to the Affiliate Council.

## Advisory Panels, Review Panels, and Committees

Hundreds of individual members contributed their leadership by serving as members of various panels and committees at the national level as well as in the NAEYC network of affiliated state and local organizations. NAEYC deeply appreciates these volunteer efforts that are helping us make a difference in the lives of young children by improving quality in early childhood education and enhancing the status of the early childhood profession. Members of the various national panels and committees may be found at [www.naeyc.org/getinvolved](http://www.naeyc.org/getinvolved).



NAEYC staff in front of the NAEYC Headquarters in May 2010; this photo was presented to departing Executive Director Mark R. Ginsberg.

national association for the education of young children



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