



NAEYC 2014 Annual Report



National Association for the Education of Young Children

2014 Annual Report



The National Association for the Education of Young Children (NAEYC) promotes high-quality early learning for all children, birth through age 8, by connecting practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children. Our members are connected through a vibrant network of local and state Affiliate groups that share NAEYC's goals in working on behalf of young children and early childhood professionals.

Our work is driven by five strategic priorities and goals:

Priority: High-Quality Early Learning

Goal: *Children birth through age 8 have equitable access to developmentally appropriate, high-quality early learning.*

Priority: The Profession

Goal: *The early childhood education profession exemplifies excellence and is recognized as vital and performing a critical role in society.*

Priority: Organizational Advancement

Goal: *NAEYC is a highly valued, credible, and visible organization.*

Priority: Organizational Excellence

Goal: *NAEYC reflects excellence in all aspects of organizational health and vitality.*

Priority: Leadership and Innovation

Goal: *NAEYC cultivates leadership and incubates innovative strategies that propel the field, profession, and systems of early learning.*

Letter From NAEYC's Executive Director



After 40 years in Arizona, it was with great excitement and anticipation that I accepted the position of executive director of NAEYC. For me, the first year, beginning in the summer of 2013, was one of learning, seeking to understand, imagining the possibilities, and beginning to assert the association's organizational leadership in the early childhood education field.

During the executive transition, we launched a major strategic planning process. My decision to ask the Governing Board to initiate strategic planning was based on several factors. First, it seemed wise to spend some time thinking and planning together to ensure that all aspects of NAEYC's leadership have a common vision for the organizational direction. Second, the early childhood education landscape is evolving at a dramatic pace, and it is essential that NAEYC leadership know and agree on the aspects of early care and education where the association should step up to lead and where we should be a willing partner and collaborator. Finally, NAEYC, like many associations in the past several years, had experienced significant financial hardships. The organization was recovering, and it was important to reach agreement on the areas where we should invest the association's resources.

Thank you to each and every one of you who weighed in on the strategic planning process. As a result of the Governing Board's and other strategic planning participants' hard work, we emerged with a bold strategic direction (the details of which are on pages 7-8) that is being widely embraced by NAEYC Affiliates and members and by the broader early childhood community.

With NAEYC's new Strategic Direction to guide our work, we are ready to propel the association forward on its path to helping all

young children thrive and learn in a society dedicated to ensuring they reach their full potential.

On a related note, NAEYC's fiscal health is paramount. It is our obligation to be responsible stewards of the association's financial resources. Good stewardship builds trust and confidence and creates an environment for innovative risk taking. I am pleased to share the fact that in fiscal year 2014, NAEYC posted a net revenue.

Finally, I would like to introduce to you our new executive team, which is comprised of both longtime staff and new recruits (page 9). I am proud to call each of these individuals my colleague, and collectively they motivate me to overcome hurdles and join me in toasting victories.

When I said yes to becoming executive director of the National Association for the Education of Young Children, it was because I saw the enormous possibility for NAEYC to serve as a catalyst, convener, and leader in what I am certain will be a profoundly meaningful time for young children and their families in gaining access to high-quality early care and learning—and for the early childhood educators who dedicate their lives to supporting each young child they serve in reaching his or her potential. With the hard work and commitment of all our members and volunteers, I believe we are well on our way.

With gratitude,



Rhian Evans Allvin
Executive Director

Letter From NAEYC Presidents

The National Association for the Education of Young Children opened a new chapter in the organization's history with the arrival, in 2013, of executive director Rhian Evans Allvin. Having put a great deal of time and effort into a national search, the Governing Board welcomed Rhian to lead NAEYC into the future. Rhian has brought strong new perspectives, partnerships, and possibilities, and the organization is fortunate to have her at the helm.

Under Rhian's leadership, NAEYC has embarked on a strategic planning process. The process began with an organizational assessment and then data gathering from members and the field. The Governing Board is excited to be moving forward with plans designed to help us live and act according to a set of core beliefs, which were developed as part of the process—Excellence and Innovation, Transparency, Reflection, Equity and Opportunity, and Collaborative Relationships.

The past year was full of opportunities to put these beliefs into action.

NAEYC and the Affiliates *collaborated* for the fourth year in the National Dialogue to strengthen ties at the local, state, and national levels. The dialogue has been providing valuable insights and helping the organization, its members, and its Affiliates explore new possibilities for working in partnership. The association is also looking into ways to strengthen and support NAEYC Interest Forums as part of its strategic planning.

Making the most of current national attention on early childhood, NAEYC has been strengthening partnerships and working collaboratively with other organizations in order to increase *equity and opportunity* for every child and family in our country. We have also been part of collaborative efforts to advance professional and workforce development. These are areas we will continue to focus on as we work toward greater recognition of the importance of early childhood professionals and the compensation they deserve.

NAEYC has made *transparency* a priority as it strives to become a more high-performing and inclusive organization. We have also increased efforts to focus on leadership development and to

better meet the needs of those entering the profession. NAEYC has been promoting *reflection* in the field and helping educators see the connections between early childhood research, policy, and practice through its conferences and through recent position statements, reports, and other publications. The publications contribute a great deal to our *excellence and innovation*. NAEYC has been conducting a thorough review of our bylaws, policies, and procedures to ensure they are current and innovative, and serve the membership well. The association has been looking into innovative ways to work with, learn from, and share our expertise with international partners as well, as more countries seek to collaborate with NAEYC.

The Governing Board is grateful to the dedicated members and staff who made this year so productive, and looks forward to the exciting possibilities ahead!

Wishing you all the best in your work on behalf of children and families,




Carol Brunson Day
President, 2014–2016



Gera Jacobs
President, 2012–2014

"Go Big or Go Home!"



Go big or go home became our mantra in 2014 as thousands of NAEYC members, leaders, staff, volunteers, and key constituents weighed in on charting a new direction for the association.

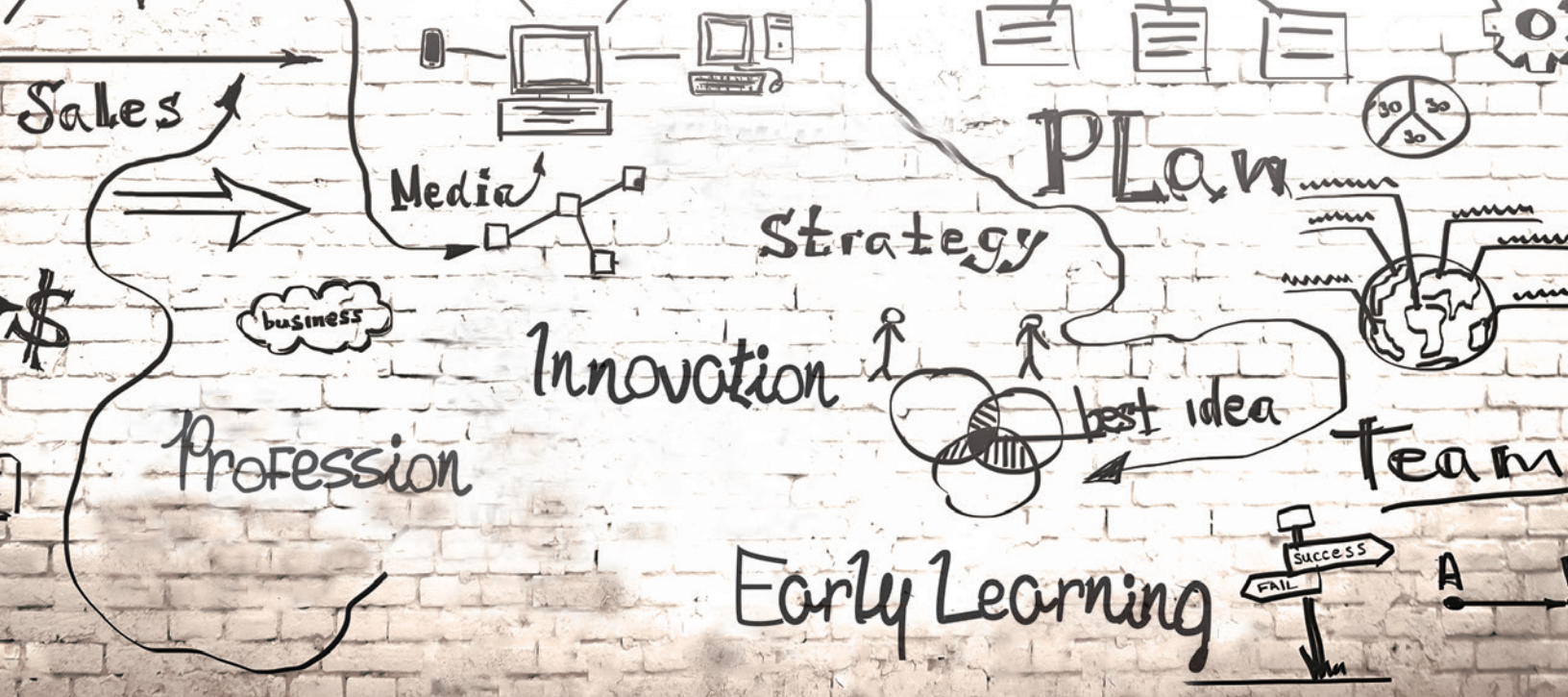
Our National Governing Board—along with Lori Harris (a member of NAEYC's Affiliate Council), Elisa Huss-Hage (a member of NAEYC's ECADA Commission), and Chris Amirault (a member of the Council for NAEYC Accreditation)—embarked on a strategic planning process in January 2014. They reviewed extensive background materials: historic documents; financial, membership, and accreditation trends; National Dialogue materials; and research findings, including the results of a member survey, two partner surveys, focus groups, and informative interviews with various key stakeholders.

Next, they brainstormed, using flip charts and brightly colored markers—envisioning the ideal, dreaming big, and confronting NAEYC's opportunities and challenges. A highly skilled facilitator, results from several Survey Monkeys, and lots of conversations and feedback from key constituent groups emboldened this team to scratch out, erase, rewrite, dream even bigger, and come to strong consensus on the future we must create.

The result of this hard work was NAEYC's new Strategic Direction, which was launched in fall 2014.

NAEYC's Strategic Direction includes a new vision and mission statement and describes our commitment to core values (as stated in the NAEYC Code of Ethical Conduct) and core beliefs. Additionally, there are five strategic priorities (listed at the

"The launch of the Strategic Direction sets NAEYC on a bold path—as a leader, convener, and partner."



beginning of this report), each with implications for our time, energy, structure, and resources.

The launch of the Strategic Direction sets NAEYC on a bold path—as a leader, convener, and partner. Our desired results suggest we must move on multiple fronts simultaneously—pulling the right policy levers, implementing the best programmatic approaches, and reigniting the vibrancy of the association and its relevance to our field.

Most important, the custody of this document rests with our members, volunteer leaders, Affiliates, staff, philanthropic partners, and key constituents. Our hope is that as we create metrics for success, strategies for action, and benchmarks of progress, each member of this community will envision her or his own work as essential to the success of the early childhood education field and this Strategic Direction.

New Executive Leadership



By the end of fiscal year 2014, a newly staffed and configured executive leadership team was in place at the National Association for the Education of Young Children, primed to tackle fresh challenges and the goals set forth in NAEYC's Strategic Direction. The team includes the following senior leaders:

- **Kim Harper, Special Assistant and Board Administrator.** Harper works closely with NAEYC's executive director on a number of special projects and initiatives in addition to staffing the NAEYC Governing Board.
- **Richard Holly, Deputy Executive Director, Finance and Operations.** Holly oversees all financial and human resources operations for NAEYC and is focused on aligning and enhancing financial and human resource processes within the association to better serve members and other internal and external NAEYC stakeholders.
- **Marica Cox Mitchell, Deputy Executive Director, Early Learning Systems.** Mitchell is responsible for NAEYC's major efforts in the accreditation of programs for young children and in higher education recognition and accreditation. She also leads the alignment of our Center for Applied Research, accreditation, and higher education with early childhood and higher education systems across the country. Mitchell has been in the early childhood education field for more than 16 years and has worked in both administrative and classroom settings.
- **Stephanie Morris, Deputy Executive Director, Brand Advancement, Membership Engagement, and Professional Learning.** Morris is building and implementing a long-term, comprehensive strategy to fully engage members, expand professional development opportunities for NAEYC teachers and staff, and advance the NAEYC brand across the country and around the world.





- **Lakshmi Ramani, General Counsel.** Ramani manages the work of NAEYC's Office of the General Counsel, which provides a range of services in support of NAEYC's mission. As a member of NAEYC's executive team, Ramani advises on legal issues arising from NAEYC's activities, offering practical, ethical, and effective legal advice.



- **Gwen Simmons, Director, Affiliate Relations.** Simmons is responsible for designing and implementing the NAEYC Affiliate and Member Relations Program, which includes coordinating liaison activities with NAEYC's network of state and local Affiliates and coordinating the development of strategic planning efforts.



- **Barbara Willer, Special Advisor.** Willer assists in staffing the work of the governing board and oversees the incubation of strategic efforts, including NAEYC's role in K-3 education and international efforts. She also manages NAEYC's efforts related to individual giving, major gifts, planned giving, and grant writing.

Making an Impact in Public Policy



For the second year in a row, President Obama called for a major federal investment in the nation's preschool programs! With this charge providing great momentum to NAEYC's own federal and state advocacy efforts, we focused significant attention on empowering and activating members and Affiliates as they supported federal progress.

On the federal policy front, NAEYC worked with Affiliates and members to conduct a letter-writing campaign to provide support for the Strong Start for America's Children Act, a bold, 10-year innovative federal-state partnership to expand and improve early learning opportunities for children across the birth-to-age-5 continuum.

NAEYC joined with the Society for Research in Child Development to convene meetings with national organizations to explore "pay for success," the financing model for social services groups proposed by the Obama Administration. Meeting participants, who included Art Rolnick, formerly of the Minnesota Reserve Bank, considered the approach's positive and unintended negative consequences for early childhood programs and services. NAEYC also attended an event hosted by the Institute for Child Success (ICS) that focused on this financing mechanism and the opportunities and challenges it presents.

The Association collaborated with coalition partners to maintain the momentum on early childhood legislation, funding, and messaging. This included submitting comments on a proposal by the US Department of Education regarding prekindergarten as a strategy for school improvement turnaround grants, in addition to

gathering associations to discuss responses and ensure cohesion of messages to the department.

As part of a grant from the Alliance for Strong Families and Communities, NAEYC released profiles for each state and territory on teacher certification and endorsement for teaching children birth through age 8. A short brief accompanies the profiles. The web-based profiles and briefs provide state policy makers, teacher preparation programs, and other stakeholders with information and recommendations for moving toward NAEYC's position supporting a unique birth through age 8 certification in states. (The profiles and brief are available online on NAEYC's website under the public policy section, as is NAEYC's position statement.)

NAEYC staff provided technical assistance to advocates in Montana seeking ways to engage its department of education in the state's preschool development grant application. NAEYC staff also provided support to Virginia AEYC as they sought state reviews and revisions of the state QRIS.

Finally, NAEYC continued to publish Children's Champions—a policy oriented e-newsletter with 15,172 subscribers—in 2014 and maintained the public policy portion of the NAEYC website, which saw thousands of monthly visitors accessing the Public Policy Overview, Take Action, and teacher certification profile pages.

Rebirth and Growth of NAEYC Accreditation Systems



Accreditation of Programs for Young Children: 2.6 percent growth—largest increase in eight years

For the first time since the rigorous reinvention model was developed and implemented in 2006 (with the economic crisis occurring shortly thereafter), NAEYC experienced a 2.6 percent increase in the number of early learning programs earning NAEYC Accreditation. We attribute this growth to the relevance of accreditation to quality rating and improvement systems (QRIS) and public pre-K systems, increases in federal and state funding, and participation of larger multistate programs.

Accreditation participation rates in states such as Connecticut, Hawaii, Massachusetts, Minnesota, and the District of Columbia were higher compared to other US states, territories, and districts. This signaled the urgent need for NAEYC to ensure our accreditation maintained its rigor and, simultaneously, the need for NAEYC to respond to an evolving early childhood education landscape.

Going through the process of NAEYC Accreditation is like looking in the mirror. You see everything—your blemishes, your flaws. It forces you to look at the whole picture and envision how you want to look. During the two decades that we have been accredited, our program has improved significantly because of the goals we set through the NAEYC Accreditation process. And we still aren't finished. There is always room for continued growth and quality

improvements—that is the biggest lesson we’ve learned through this process.

—Mary Graham, Executive Director,
Children’s Village, Philadelphia, Pennsylvania

Early Childhood Associate Degree Accreditation: 17 percent market penetration in eight years

In 2014, there were 161 institutions with associate degree programs who earned accreditation from the NAEYC Commission on Early Childhood Associate Degree Accreditation (NAEYC ECADA). This represents approximately 17 percent of all institutions offering associate degrees in early childhood education—significant growth, considering this system was only launched in 2006. States such as Connecticut, Indiana, Massachusetts, North Carolina, South Carolina, and Tennessee provided resources and support for associate degree programs seeking accreditation from NAEYC ECADA. There is a growing demand for NAEYC to expand this accreditation system to serve a wider range of degrees.

NAEYC Accreditation has helped to move the field forward. The process gives validation to higher [education] programs—that they are offering quality courses that meet a national standard—and helps students feel that they are a part of a profession.

—Jennifer M. Johnson, Assistant Director of Programs
and Educational Services, North Carolina DHHS,
Division of Child Development and Early Education

NAEYC Receives a Four-Year Grant

From the Kellogg Foundation to Expand Higher Education Options for Early Childhood Professionals



The National Association for the Education of Young Children was awarded a four-year, \$750,000 grant by the W.K. Kellogg Foundation of Battle Creek, Michigan, to expand the breadth and depth of existing higher education options for those seeking to become early childhood professionals, and to enhance how those individuals are recruited, trained, compensated, and supported.

The funds from the W.K. Kellogg Foundation will support two complementary NAEYC initiatives:

- **Quality improvement and capacity building in higher education.** NAEYC will create an interactive early childhood higher education directory to highlight available degree programs; develop an advanced training program for early childhood higher education faculty; and expand the scope of the NAEYC Early Childhood Associate Degree Accreditation system so that eligible preparation programs across all degree levels can leverage this type of accreditation as a quality improvement and assurance tool.
- **Career awareness, investment, and retention.** NAEYC will conduct market research to gather data about how early childhood professionals and other stakeholders view the viability, impact, and depth of a career in early childhood. The association will use the data to create career awareness, recruitment, and marketing tools. One potential outcome will be information that demonstrates the need for, and supports efforts to address, adequate and equitable compensation.

Going Global



As part of its strategic priority to cultivate leadership and develop innovative strategies that propel the field, the profession, and systems of early learning, the National Association for the Education of Young Children expanded its role in early childhood education across the globe. The goal is to provide access to NAEYC's resources, content, and expertise in early childhood systems to governments, early childhood programs, and professionals worldwide.

Our international efforts offer customized support to early childhood communities abroad. We adapt NAEYC's resources and expertise to provide culturally appropriate packages that support optimal early learning based on developmentally appropriate practice.

Developing strategies that reflect and celebrate a child's world

The association conducted its first large-scale project with the Kingdom of Saudi Arabia. We partnered with Tatweer Educational Services, under the direction of the Saudi Ministry of Education, to support leadership development for 23 early childhood professionals who were subsequently charged with creating early learning standards (what young children should know and be able to do) for the kingdom. The Saudi Early Learning Standards reflect current research on child development, provide strategies for teachers to support best practice, and honor the context within which Saudi children grow and learn.

There are seven standards that encompass everything from approaches to learning to emotional development to religion.

These standards were developed to parallel the best systems in the world while recognizing and respecting traditional Saudi Arabian educational philosophies. NAEYC is honored to have been part of this work, which demonstrates the possibility of tailoring developmentally appropriate practice to a rich and unique cultural context. As NAEYC strives to advance a diverse and dynamic workforce, we look forward to further collaborations with systems and programs around the world.

Standing Strong With Affiliates



NAEYC Affiliates are a diverse community of high-performing, inclusive nonprofit organizations at the local and state levels striving toward improving the quality of early childhood programs and supporting early childhood professionals through advocacy, systems building, and professional development. In 2014, Affiliates were engaged and active on a number of fronts. Here are just a few snapshots of their activities:

- Ten NAEYC Affiliates held the T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood Project: Delaware, Iowa, Indiana, Michigan, Nebraska, Nevada, New Mexico, Texas, Vermont, and Wisconsin are working to increase the education, compensation, and retention of the early childhood workforce.
- Pittsburgh AEYC designed and implemented Early Learning Hubs to improve the quality of early care and education experiences for neighborhood children. Hub strategies include innovative and responsive professional development, community-driven family programming, and deep organizational partnerships using a neighborhood strengths-based approach. All early childhood education providers who engage with the Hubs are PAEYC members. PAEYC works to convey the importance of advocacy and membership to all neighborhood partners.
- Connecticut AEYC partnered with other early childhood organizations in the Connecticut Early Childhood Alliance to shift from an “I want” public policy focus to a “we want” focus. CAEYC’s executive director served as chair of the alliance, which developed a collective public policy agenda with a consistent, strong message and a comprehensive view of early education issues, including health, family, and mental health. The results—the creation of an Office of Early Childhood and an increase in funding despite deep budget cuts in other areas of the state budget—was a win for children and families.

- In support of North Carolina AEYC's efforts to promote and inspire excellence in the early care and education of young children, birth through age 8, the BlueCross BlueShield of North Carolina Foundation awarded the Affiliate a two-year capacity-building grant in the fall of 2014. NCAEYC's board and staff leveraged remarkable synergy by intentionally aligning this grant opportunity with the context of NAEYC's National Dialogue.

NAEYC Events: Bringing Together People, Best Practices, and Fun



Annual Conference & Expo

The 2013 NAEYC Annual Conference and Expo (which occurred in FY14) drew nearly 11,000 early childhood education professionals to Washington, DC, to participate in hundreds of sessions that focused on the work of teachers, administrators, faculty, trainers, and others who work with or on behalf of young children and their families. Attendees represented all 50 states and over 40 countries across the globe. The largest international groups came from Hong Kong and China, with 145 and 91 attendees, respectively.

The theme was “Imagine, Innovate, Inspire,” and the conference kicked off with a lively Opening Keynote Address by representatives of the Wolf Trap Foundation for the Performing Arts, who addressed ways in which performing arts experiences enhance STEM (science, technology, engineering, mathematics) knowledge for our youngest learners. For the first time, Exhibitor Corporate Sessions were held—unique opportunities for exhibitors to gain additional exposure outside the Exhibit Hall—all of which were sponsored.

A big spotlight also shined on NAEYC’s Day on Capitol Hill. Hundreds of Conference attendees visited with their US Senators to discuss how federal early childhood policies and funding impact early childhood education access and quality.

The exhibit hall remained one of the most popular aspects of the Conference. It featured 303 exhibiting companies showcasing their latest products, resources, and services. The Conference also had 14 sponsors ranging from bronze level to year-round platinum.

National Institute for Early Childhood Professional Development

More than 2,200 early learning professionals gathered in Minneapolis, Minnesota, for the 2014 National Institute for Early Childhood Professional Development. Institute attendees also represented all 50 US states as well as nine additional countries. Every year, the Institute attracts faculty members, program administrators, researchers, and advocates to discuss the latest in professional development and the future of the field.

This year's theme, "Excellence for Every Child: Standards Without Standardization," focused on developmentally appropriate practice, instructional strategies based in child development, and standards that support sound management and reflective supervision. Attendees of the Institute consistently cited the collaborative environment and opportunities to network with their colleagues as strong factors influencing their decisions to attend, making the conference one of the most sought-out gatherings for early childhood faculty, trainers, and staff.



NAEYC Goes Viral



NAEYC saw tremendous growth in its social media platforms in 2014. Last year, NAEYC had a presence on four platforms: Facebook, Twitter, YouTube, and Pinterest. Of those platforms, Facebook showed the greatest success, starting the fiscal year with 48,827 followers and ending with 72,078—a 48 percent increase. An average of 14,424 people a day visited the Facebook page at the midyear mark, with 27,688 impressions daily. The highest performing articles tended to focus on practical resources for the classroom, tips and checklists, developmentally appropriate practice, and hot-button topics like wages and compensation and professionalizing the workforce.

Similarly, NAEYC's Twitter account saw increased success. The account gained an average of nearly 1,000 followers per month during FY14. NAEYC's presence on the video-sharing platform YouTube also continued to expand. NAEYC's videos received a total of 7,459 views, for a total of 49,187 minutes watched. At 6.35 minutes, the average view duration was longer than reported industry averages. Finally, Pinterest also saw tremendous growth, garnering over 1,121 new followers to the NAEYC account since August 2013.

NAEYC's Books, Magazines, Journals—and More

NAEYC's publishing department continued to offer the early childhood field current, research-based, relevant guidance on providing high-quality educational opportunities for children from birth through age 8.

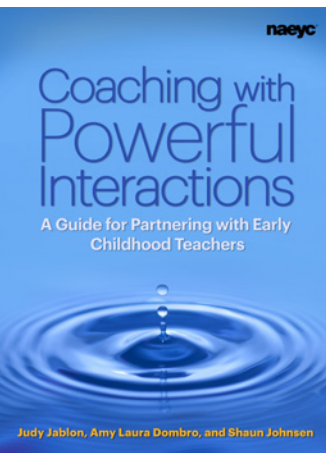
Book Publishing

The books department was proud to launch two special initiatives in FY14 in addition to publishing 11 total titles, six of which were offered as part of the Comprehensive Membership benefit.

NAEYC published its first interactive ebook, *Coaching With Powerful Interactions*, written by two of NAEYC's all-time bestselling authors and a third author who contributed more than 30 engaging and illustrative videos for the book.

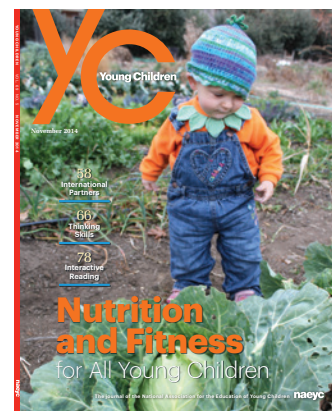
Additionally, print editions of NAEYC books became available worldwide through Eurospan, an international distributor. This global distribution channel was the result of much collaboration and effort between NAEYC departments and will lead to a new revenue line and significantly increase brand visibility.

In our continuing push to reach new customers, Follett, a pre-K to grade 12 distributor, began carrying NAEYC publications. Books about developmentally appropriate practice (DAP) brought in revenue of \$986,513, reflecting the popularity of both DAP and the publications landing pages on naeyc.org. These efforts reflect our goal of making it easy for customers to purchase NAEYC books, in part by working with a growing number of print and digital distributors.



Young Children

Time and time again early childhood education professionals seeking practical, peer-reviewed articles turn to NAEYC's flagship periodical, *Young Children*. In addition to their comments about “beautiful photos” that “grab attention” and “show content,” readers appreciate *Young Children's* ability to balance the presentation of “scholarship in early childhood education” with “showing what’s real in the classroom,” noting that the journal “exemplifies how articles should be written.”



In 2014 *Young Children* was selected by Association Media and Publishing as an Excel Silver Award winner for the March 2013 article, “Tender Topics: Exploring Sensitive Issues With Pre-K Through First Grade Children Through Read-Alouds.”

Teaching Young Children

In a banner year for *Teaching Young Children (TYC)*, NAEYC brought home the Golden Lamp Award from the Association of American Publishers Pre-K-12 Learning Group at the 2014 REVERE Awards. This is an extremely prestigious honor, and NAEYC was proud to be among Golden Lamp recipients.

In 2014, *TYC* published its most popular article to date—titled “Ten ‘Good Job’ Alternatives”—which helps adults recognize children’s learning and achievement in ways that are more valuable than simply saying “Good job!” It was accessed online over 26,000 times and was one of the top 25 most popular pages on the NAEYC website in 2014.

New features in the magazine this year included Intermission and Full STEAM Ahead, both appearing in every issue. Intermission encourages teachers to take a moment to reflect on their practice. Each Full STEAM Ahead column covers one aspect of STEAM—that is, a topic related to science, technology, engineering, art, or math. The *TYC* team also updated the Enhancing Learning Center feature, which received a new title: Individualizing Learning Centers.

Finally, *TYC* printed its third annual themed issue, which focused on individualizing activities for preschoolers. It included articles about meeting children’s sensory needs, creating powerful interactions with preschoolers, and finding ways to individualize plans.





Voices of Practitioners: Teacher Research in Early Childhood Education

NAEYC's peer-reviewed, professional online journal provides a vehicle for publishing the research of early childhood teachers, who are often underrepresented as authors in the educational research arena.

In 2014, *Voices of Practitioners* (VOP) published two issues that included articles by teacher researchers and by teacher educators who support teacher research.

VOP webpages had approximately 34,000 page views, and articles were downloaded approximately 5,600 times. The articles accessed most often were "Discovering My Role in an Emergent Curriculum Preschool," by Alexandra Soliven Dutton, with 975 downloads, and "The Nature of Teacher Research," by Barbara Henderson, Daniel Meier, Gail Perry, and Andrew Stremmel, with 750 downloads.

Awards

- Golden Lamp, Association of American Publishers Pre-K-12 Group—TYC
- Periodical of the Year, Adults, Association of American Publishers Pre-K-12 Group—TYC
- Excel Award Winner (Silver), Journals Feature Article—*Young Children*
- Finalist, Periodicals Departments, Columns, and Sections, Adults, Association of American Publishers Pre-K-12 Group—TYC Column 10X

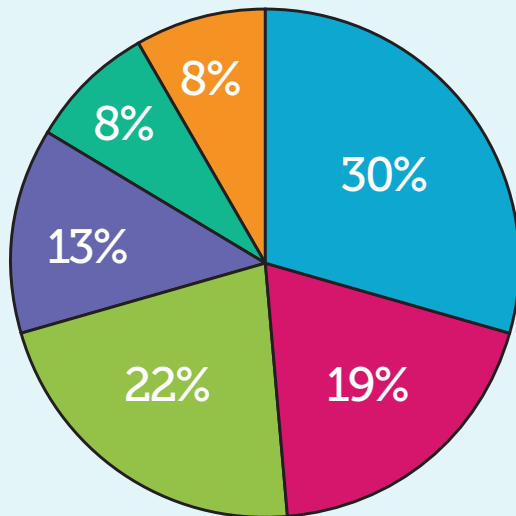
Financial Information













In FY14, NAEYC's financial picture improved significantly compared to previous years, due largely to tremendous efforts on the part of the staff and the Governing Board and thanks to an improved economic climate. For the second year in a row, the organization posted a gross revenue—\$20,911,465—and a net revenue—\$1,235,696. Ensuring the organization is in a strong financial position enables NAEYC to explore new strategic opportunities in addition to continuing the critical work already under way. As we look to the future, we are dedicated to ensuring NAEYC maintains its sturdy financial footing for years to come.

Financial Report

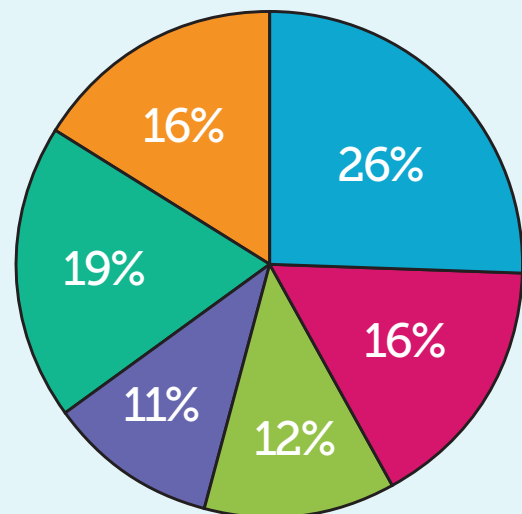
FY14 Operating Revenues



Operating Revenues by Program		Revenues
	Accreditation of Programs for Young Children	\$6,181,485
	Publications Outside of Membership	\$4,020,069
	Conferences	\$4,558,244
	Membership - Includes Journals and Comp Books	\$2,749,388
	Operations	\$1,704,622
	Other Programs	\$1,697,657
Total		\$20,911,465

Operating Expenses by Program		Expenses
	Accreditation of Programs for Young Children	\$5,040,441
	Publications Outside of Membership	\$3,241,903
	Conferences	\$2,383,507
	Membership - Includes Journals and Comp Books	\$2,149,245
	Operations	\$3,705,463
	Other Programs	\$3,155,210
Total		\$19,675,769

FY14 Operating Expenses



* Excludes gain in net assets from interest rate swap of \$1,857,100, financial income of \$100,978 and the reversal of a real estate tax liability of \$268,734 that dated to FY 2008.

Association Leadership

Governing Board Members

NAEYC deeply appreciates the leadership contributions of these members through their Governing Board service in FY14.

Officers

Carol Brunson Day, *President, beginning June 2014;*
Consultant, Maryland

Gera Jacobs, *Past President, beginning June 2014;* University of South Dakota

Roberta Schomburg, *Vice President, through May 2014;* Carlow University, Pennsylvania

Ida Rose Florez, *Vice President, beginning June 2014;* WestEd Center for Child and Family Studies, California

Susan DeVenny, *Secretary, through May 2014;* South Carolina First Steps to School Readiness

Susan Perry-Manning, *Secretary, beginning June 2014;* North Carolina Early Childhood Foundation

William H. Isler,

Treasurer; The Fred Rogers Company, Pennsylvania

Board Members

Lorraine Cooke, Egenolf Early Childhood Center, New Jersey

Chad Dunkley, New Horizons Enterprises, Minnesota

Cristina Gillanders, University of North Carolina at Chapel Hill

Kelly Hantak, *beginning June 2014;* Lindenwood University, Missouri

Jim Lesko, Delaware Department of Education

Nili Luo, Southwestern College, Kansas

Carl Mack, *beginning June 2014;* Alliant International University, California

Tammy Mann, The Campagna Center, Virginia

Anna Mercer-McLean,
through May 2014;
Community School
for People Under Six,
North Carolina

Amy O'Leary, Strategies for
Children, Massachusetts

Jan Stevenson,
beginning June 2014;
Georgia Department of
Education/Division for
Special Education

Sharon Ritchie, *through May*
2014; Frank Porter Graham
Child Development Institute,
University of North Carolina

Dennis Sykes, *through May*
2014; Ohio State University

Ginger Marie Swigart,
Sacramento County Office
of Education, California

Ann McClain Terrell,
Milwaukee Public
Schools, Wisconsin

Rhian Evans Allvin,
Ex-Officio, NAEYC
Executive Director

NAEYC Affiliates

NAEYC works with a network of 278 Affiliates (comprised of 49 state Affiliates including the District of Columbia and the US territory of Puerto Rico, Europe AEYC, and 229 Local Affiliates) to advance its shared mission of serving on behalf of young children and the early childhood profession and to further strengthen its commitment to be more of a high-performing, inclusive organization.

Affiliates provide members with many different opportunities to engage in professional development, advocacy, and networking activities at all levels of the Association. 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; identify strong, inclusive leadership; and provide recommendations to the NAEYC Governing Board.

NAEYC Affiliate Council

The following members served as the Executive Committee of the Affiliate Council in 2014:

Gege Kreischer, Chair

Veronica Plumb, Chair-Elect

Jamie Ashton, Past Chair

Robin Ploof, Region 1

Kathy Burke, Region 2

Nathalie Borozny, Region 3

Charlene Gross and
Bill Ganza, Region 4

Kyra Ostendorf, Region 5

Susan Tabor, Region 6

Leann Andre, Region 7

Sherrie Bosse, Region 8

Jennifer Kalas, Region 9

Veronica Plumb, Region 10

Roberta Schomburg,
Governing Board Liaison, term
through June 2014

Ida Rose Florez, Governing
Board Liaison, term began
July 2014