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A New Era: DCAEYC Welcomes Our New Executive Director Christopher Beard!

Earlier in the year DCAEYC said goodbye to our first Executive Director, Kathy Hollowell-Makle. After an exhaustive search, DCAEYC was pleased to find her successor, Christopher Beard.

Since he joined us in June, Chris has been hard at work learning about our organization and meeting those in the field. We're excited to see where Chris takes DCAEYC in this new era!

Want to get to know Chris better? Check out his welcome message in Message from Our ED on page 4. To meet him in-person, don't miss the DCAEYC Annual Membership Meeting on December 11. More details on page 4.

DCAEYC Fall 2024 Bulletin Board

DCAEYC in the Media: Washington Post Opinion Rebuttal

On October 14, 2024, Sen. Mike Lee (R-Utah) and Rep. Nancy Mace (R-South Carolina) published an op-ed in the Washington Post entitled "College degrees aren't what make great child care."

As an organization DCAEYC fully embraces the value and importance of credentials and degrees in early childhood education. In response to this op-ed, several local ECE advocates provided rebuttals published by the Washington Post on October 22, 2024, including DCAEYC Board President Berna Artis. Berna's rebuttal can be found [here](#).

Mark Your Calendars: NAEYC's Public Policy Forum is Sunday, February 23 - Tuesday, February 25!

NAEYC's annual Public Policy Forum is returning to Washington, D.C. in-person in 2025, where they will bring together hundreds of early childhood educators and stakeholders to strengthen our advocacy skills, expand our policy knowledge, and build a powerful movement across states and communities!

Whether you have tons of advocacy experience, or none at all, NAEYC's Public Policy Forum is THE place for you to sharpen your skills and help us move a nonpartisan agenda in support of young children and the early childhood education profession!

Registration information coming soon. For more details on NAEYC's Public Policy Forum [click here](#).

New Fact Sheet: Pay Equity Fund Task Force on Educator Experience Waivers

As of October 2024, **835 educators** have yet to meet the educational requirements for their role. Given the progressing nature of educator credential attainment, OSSE grants two types of certification waivers for early educators. An enrollment-based certification for teachers currently enrolled in a credential or degree program to meet their education requirement and a continuous service certification, a waiver from the education requirement.

This fact sheet examines the continuous services certification and how it works alongside the Pay Equity Fund. In case you are unaware, this certification waives early educators from having to meet the minimum education requirements if they have continuously served in their role for 10 years (as of December 2023), excluding absences from the labor force related to caregiving responsibilities. It is a nod to the tremendous value experienced educators bring to the classroom and the various barriers some educators face in earning their credentials.

DCAEYC's Partnership for HealthCare4ChildCare Ends In Wellness

After a wonderful year helping to spread the word about the

HealthCare4ChildCare benefit from the Pay Equity Fund, our partnership with DC Health Link came to an end in September. Sadly, this meant that we also had to say goodbye to our HealthCare4ChildCare Outreach Coordinator, Denise Rogers. Thank you for all your hard work Denise!

Before this partnership came to an end though, DC Health Link's generous support allowed us to provide "Wellness Kits" as a final thank you to programs we reached out to on their behalf. We're grateful for the opportunity to help promote HealthCare4ChildCare, and thank DC Health Link for their support.



Welcome New DCAEYC Members!

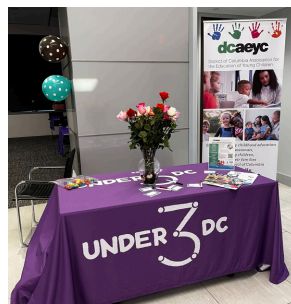
DCAEYC extends a warm welcome to the following new members:

Cierra A	Dinah D	Jason J	Marie R
Bernice A	Monica D	Misa K	Israel R
Angellete A	Antonia F	Sandra K	Balinda R
Paola A	Enid F	Erica Lazaro	London S
Erika A	Abbie F	Allison M	Danielle S
Ellington B	Niesha G	Rosmery M	Haley S
Anna B	Katie G	Donna M	Sara T
Christopher B	Nakiya G	Zakenya N	Tezerue T
Chris B	Loryn H	Latoyria N	Adriana V
Mecca C	Camille H	Antierrey N	
Michel C	Muronji I	Marino N	
Naprea C	Lucero I	Sharon O	
Jessica C	Catherine J	Lindsey P	

A Look Back: June to November 2024

DCAEYC and Under 3 DC Host an Educator Appreciation Dinner and a Movie featuring "A Bug's Life"

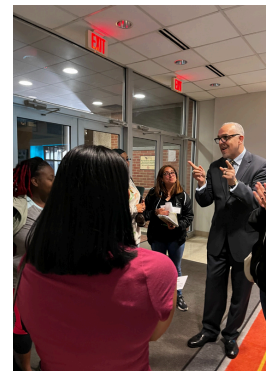
On Saturday, September 7, 2024, Under 3 DC and DCAEYC hosted an evening of celebration, appreciation, and solidarity as we looked back on the past year's advocacy for the Pay Equity Fund and beyond. Along with dinner and refreshments, we had a viewing of "A Bug's Life," a movie about how working together can help improve lives for all. Over 30 coalition members attended this celebration with their families, and we couldn't think of a better way to start off the new school year!



DCAEYC Hosts "The Daycare Myth" Book Talk and Signing with Dr. Daniel Wuori

On October 8, 2024, DCAEYC hosted a Book Talk and Signing at the University of the District of Columbia (UDC) Community College Auditorium with Dr. Dan Wuori on his new bestselling book "The Daycare Myth." Dr. Wuori is a thought leader in the field of early childhood education, and his work has been instrumental in reshaping the narrative around early childhood education. In "The Daycare Myth," he explores the four social, political, and economic factors impacting our youngest generations.

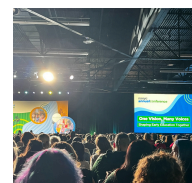
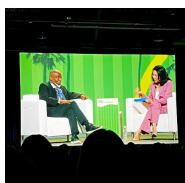
Over 100 people came out, and that's in no small part to the wonderful professors from UDC and around the city who brought their early childhood education students. A huge thank you to everyone who came out! It was wonderful to see so many future early childhood educators be inspired by Dr. Wuori's wonderful book.



DCAEYC Attends the 2024 NAEYC Annual Conference in Anaheim, California

Earlier in November members of the DCAEYC team and Board traveled out to Anaheim, California for the 2024 NAEYC Annual Conference. We had tons of fun learning from a wide array of ECE sessions and networking with colleagues from around the country. The best part of the trip though had to be the opening session featuring Reading Rainbow's LeVar Burton! Not only did he give us more insight into his career, he also provided a reading of his very own book *The Rhino Who Swallowed a Storm!* Highlights from our trip can be found across DCAEYC's social media.

Were you unable to attend this year's Conference? Don't miss the in-person return of the NAEYC Public Policy Forum in February 2025 right here in Washington, DC! Registration information coming soon, more details found [here](#).





District of Columbia Association for
the Education of Young Children


2024 ANNUAL MEMBERSHIP MEETING

WEDNESDAY, DECEMBER 11
6:00 PM - 7:30 PM

700 Pennsylvania Ave SE
Second Floor
Washington DC, 20003

SHARE | LEARN | NETWORK

Join DCAEYC and your fellow members for our Annual Membership Meeting. This in-person meeting at our offices at The Yard will be an opportunity to learn about the State of DCAEYC and meet other DCAEYC members. A light dinner will be served.

To RSVP 
scan the QR code or
[click here](#)



From Struggle to Service: A Journey Fueled by Education and Resilience

A Message
from
Our ED

Dear DCAEYC Members,

As the new Executive Director of DCAEYC, it is an incredible honor to serve the children, families, and dedicated early education professionals in our Nation's Capital, Washington DC. As I go about my daily work, I often reflect on how my personal journey from childhood to adulthood has shaped my passion for education and community service.

At 16 I dropped out of high school, working tough jobs (including cleaning toilets) to make ends meet. In my early 20s I even faced homelessness for two months, making me unsure of what my future might hold. But education became my lifeline. I began at community colleges where mentors saw potential in me, encouraging me to persevere. Their belief, along with my own determination, led me to the University of Southern California, where I earned a degree in International Relations. More recently, I found my way to graduate school at Oxford University's Saïd Business School, UK.

Throughout my journey, I've been fortunate to work on impactful projects that have had implications at the local and national levels. Equally important, I have worked alongside many incredible people, each striving to bring integrity and leadership to early education. Through this work, I've learned to deeply appreciate the transformative power of education. For decades NAEYC has built a powerful foundation to champion the



importance of early education in shaping young lives. I am proud to be part of its affiliate family, advocating for a brighter and more equitable future for all children.

Despite recent wins in the last few years, the need to advocate for early childhood education remains high. We know that access to high-quality early education sets the stage for equitable opportunities, giving every child a fair chance to succeed. At DCAEYC, we are committed to protecting this future and ensuring that every child in our community receives the strong start they deserve.

Leading DCAEYC is more than a professional milestone for me – it is a deeply personal calling. My life experiences have taught me the value of resilience, community, and the life-changing impact of education. Together, we can ensure that our work supports children today and lays the foundation for thriving communities and families tomorrow.

Keep the Faith,
Christopher Beard
Executive Director, DCAEYC

DCAEYC Member Profile



Alicia Galvan-Flores is proud to be an early educator. But she's not just an early educator. She is also a storyteller.

"I cannot be in the classroom without [using] a voice when I am reading [or using] my body when I am dancing," said Galvan-Flores. "Children can connect [with] what they know, what they can feel, and what they can see. [If I'm] going to talk about feelings I'm going to make a voice and [I'm] going to [make] my face [so] that they can immediately connect what I am saying."

Galvan-Flores became a storyteller and educator 29 years ago in her native Mexico after taking a special program on using storytelling to teach children about Mexican history. Growing up she loved reading and how it allowed her to pretend to be someone else. This made storytelling a natural fit, but it was a desire to be more social that really drew her to the craft.

"[Storytelling] was the bridge to bring more people to my world," said Galvan-Flores. "To have more friends." Galvan-Flores sought out a way to bring more people into her world after deciding she wanted to be less introverted. Her introversion came from challenges she faced in her childhood from being dyslexic.

According to the Mayo Clinic, "dyslexia is a learning disorder that involves difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words (decoding). Also called a reading disability, dyslexia is a result of individual differences in areas of the brain that process language." During her childhood in Mexico dyslexia wasn't understood the way it is now. This resulted in Galvan-Flores not receiving the support she needed. In fact, she received quite the opposite.

"I really feel like some of my teachers were really bullies to me," said Galvan-Flores. "I [used to say] 'Well, I don't want to go to school.'"

Alicia-Galvan Flores

Lead Educator

Georgetown Law Early Learning Center

"After years of experience with dyslexia, Galvan-Flores now has the tools to succeed.

"It's something that I know that I have," said Galvan-Flores. "When I'm in the classroom I say to my assistant 'I'm going to write this. I need you to check it because maybe there are going to be missing words.' I don't have a problem to openly say it and ask for help."

Although her teachers made Galvan-Flores' school days difficult, they were ultimately part of the reason she wanted to get into education. "I want to be a teacher because I don't want to be like them," she said.

"Storytelling was the bridge to bring more people to my world."

As a storyteller in Mexico Galvan-Flores worked with kids of all ages from elementary to high school. While storytelling first got her into the classroom back in Mexico, her journey into the classroom in the United States wasn't as simple.

"When I arrived here in the United States, of course I wanted to continue in education," said Galvan-Flores. "But I didn't have the credentials to work in schools."

Luckily Galvan-Flores already had a network of people to turn to when she came over. It was through this network she was able to stay in education by becoming a Spanish tutor. Although she was able to use her storytelling skills in this position, something wasn't quite right for her.

"We had a program for these children that are middle schoolers and high schoolers," said Galvan-Flores. "I saw that something was off. Something that I cannot reach because there was already a wall for them."

During a conversation with a mentor, Galvan-Flores expressed her frustrations at not being able to connect

better with her students. She also expressed her desire to make a bigger impact. In response her mentor asked “Have you ever been in an early childhood classroom?”

This question sparked some self-reflection in Galvan-Flores. She had loved the interactions with elementary school students back in Mexico, especially the younger ones. Before long she was going after her Child Development Associate (CDA) Credential, leading her back to the classroom.

Now with years of experience as an early educator, Galvan-Flores is committed to advocate for her ECE community. One of the ways Galvan-Flores advocates is by using her voice to counter narratives that question the need for early childhood education.

“Early childhood education is not only in the first years of education that you are going to have a really powerful impact on the children,” said Galvan-Flores. “It is

about when this tiny person is growing up and all the bases that early childhood education gives to them. You can see that there is a huge difference between the children who are exposed to a quality early childhood education versus the ones that don’t have this opportunity.”

Along with using her voice to change perceptions on the importance of early childhood education, Galvan-Flores is also using her voice through DCAEYC’s coalition partner Under 3 DC to speak up for the rights of educators.

“I am there to discuss the problems teachers are facing like pay equity, the lack of benefits,” said Galvan-Flores. “I had been writing letters and giving my testimony to attest about that. I had been to the rallies to be with all the teachers there and I try to always talk to not only

the teachers in my center but also other teachers outside my center, especially with the Spanish speakers.”

Always looking to advance herself, Galvan-Flores recently attained a degree in pedagogy through an online program through the National University of Mexico.

“Early childhood education is not only in the first years of education that you are going to have a really powerful impact on the children. It is about when this tiny person is growing up and all the bases that early childhood education gives to them.”

“I chose pedagogy, not only early childhood education, because in pedagogy you bring a broad spectrum,” said Galvan-Flores. “That’s what I try to do in early childhood education. It’s not only the child. It’s the family, it’s the policies that you have in place, it’s the money that there is for education.”

Now a mentor herself, Galvan-Flores doesn’t miss an opportunity to encourage other educators to reach for higher credentials as well.

“I always push my assistants saying ‘Go to college, study more, study more. It’s for you,’” said Galvan-Flores. “The children are going to benefit because you are learning something, but this is for you.”

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

**Get
to
Know
Alicia**

Favorite Book
In Cold Blood
by Truman Capote



Favorite Mantra
“You did it.”

Favorite Fantasy Vacation
Thailand



Favorite Meal
Chilaquiles



I'm Okay, Maybe Not Okay: Tips to Tackle Feeling Overwhelmed

Principle of Practice

How are you doing?

With all that educators have to juggle every day, it can be easy to overlook this question. Sure, you may ask the children in your classroom or fellow educators this, but how often do you ask yourself this?

While there are many sources of joy in the classroom, there are also many stressors. Whatever you're feeling, your emotions are valid and yours to own. If you are feeling excited about a milestone one of your children reached, own it! If you are feeling overloaded by the tasks you need to accomplish before the end of the day, own it!

But if you are in an ambivalent space like many educators where you are experiencing a roller coaster of emotions from one day to the next, knowing where you can go to express these feelings and emotions is important. Keep in mind, the variety of support that is available to you as an educator may differ based on the size and funding of your early learning program. However, one way to advocate for yourself is being knowledgeable about your options for ongoing health and wellness support throughout the school year.

Does your program have a counselor, or behavior health specialist? If so, the resources that they provide to children may also be available to you. If not, you can also reach out to local mentors, health and wellness coaches, and/or a therapist to begin the first step of seeking support.

According to the article [“Cultivating Self-Awareness in Our Work with Infants, Toddlers, and Their Families”](#) in Young Children from the National Association for the Education of Young Children (NAEYC), “when we know ourselves, we are more skilled at harnessing sufficient supports and resources for our self-care, and we are better able to educate and care for others.”

No matter the emotion you are experiencing as an educator, the practice of honest reflection must be put in place to preserve your health and well-being.

So what are ways you can safeguard your health and well-being? For tips, check out our **Self-Care Resources** box and **How Are You Caring for Yourself?** resource chart.

Self-Care Resources



Blog

- [Simple and Lasting Mindful Emotional Management Habits for Early Childhood Educators](#) from NAEYC

DC Agencies

- DC Department of Behavioral Health: dbh.dc.gov or 202-673-2200
- La Clinica Del Pueblo: lcdp.org or 202-462-4788
- Mary's Center: maryscenter.org or 844-796-2797
- Whitman-Walker Health: whitman-walker.org or 202-745-7000

How Are You Caring for Yourself?

Dimensions of Self-Care	Defined As	Questions to Self-Assess <i>To what extent do you...</i>
 <p>Awareness of Self</p>	<p>A continuous process of noticing our internal and external experiences, reflecting on these experiences, and then identifying our needs and attending to them.</p>	<ul style="list-style-type: none"> • Become aware of what you are feeling and why? • Have awareness of how your actions impact others around you and notice how others respond to you? • Have clear values for what is most important to you personally and professionally? • Ask those whom you trust for feedback about your qualities that they observe to be helpful or not helpful?
 <p>Flexibility</p>	<p>Having coping skills that help us with the emotional challenges in our lives.</p>	<ul style="list-style-type: none"> • Feel like you can adapt to change and feel in control of emotionally stressful moments? • Feel like you have healthy ways to cope with your stressors? • Label your feelings?
 <p>Balance in personal and professional life</p>	<p>Ensuring that responsibilities and pressures from work do not interfere with our care for ourselves. The extent that you make appropriate connections between your personal life and work activities depends upon your comfort level.</p>	<ul style="list-style-type: none"> • Feel like what you do at work has purpose? • Have ways to make sure your stress at work isn't affecting your time with friends and family? • Have boundaries with work and your personal life and respect these boundaries? • Foster non-work related interests?
 <p>Physical Health</p>	<p>Making conscious decisions to take care of our physical health through good sleep routines, healthy habits, exercise, and nutrition.</p>	<ul style="list-style-type: none"> • Wake up at the same time each day? • Nourish your body with water and overall have a healthy diet? • Exercise at least 3 times a week? • Have a healthy digestive system?
 <p>Social Support</p>	<p>Having personal and professional relationships that are supportive and healthy. Also involves engaging with a community.</p>	<ul style="list-style-type: none"> • Have relationships that are satisfying? • Have at least 3 people that you are close to and that you can trust? • Feel like you belong to a group or community? • Avoid negative and unproductive relationships with others?
 <p>Spirituality</p>	<p>Discovering purpose and meaning in our lives. Associated spiritual practices such as prayer, contemplative reflection, gratitude, and spending time in nature can be ways to practice spiritual self-care.</p>	<ul style="list-style-type: none"> • Feel like you have a sense of meaning and purpose in your life? Engage in practices that provide time for growth and reflection? (prayer, meditation) • Forgive others? • Take the time to practice gratitude? • Spend time outdoors/in nature?

This table is adapted from page 12 of Posluns, K., & T.L. Gall. 2020. "Dear Mental Health Practitioners, Take Care of Yourselves: A Literature Review on Self-Care." *International Journal for the Advancement of Counseling* 42 (1): 1-20.

New Pay Equity Fund Data Shows Transformational Policy Change



New research released on November 19, 2024 finds that the benefits of the DC Early Childhood Educator Pay Equity Fund (PEF) exceed its costs by \$12.5 million. The one-year return on investment is 23 percent, meaning that every dollar invested in the PEF returns \$1.23 to society.

A new report for DC Action and Under 3 DC by [Owen Schochet](#), a researcher at Mathematica, and [Clive Belfield](#), an economics professor at Queens College, City University of New York (CUNY) and senior fellow and affiliated economist at the Center for Benefit-Cost Studies of Education, shared findings from a benefit-cost analysis to determine the economic value of the PEF.

The full annual cost of the PEF in FY 2023 - the year this study analyzes - was just above \$54 million, generating annual benefits valued at roughly \$67 million. These gains come from benefits to educators, child development facilities, and the children and families they serve. Benefits for educators include less time away from work, more work experience, government administrative savings related to reduced use of public benefits, and reduced health expenditures and medical debt. Employers benefit from reduced staff turnover, and families benefit from increased access to and improved quality.

Access a [recording](#) of the panel announcing these results, the event [press release](#), the [full benefit-cost analysis](#) report, and the [Under 3 DC policy brief](#).

Under 3 DC Blog - Strengthening Child Care Access: Key Updates to OSSE's Subsidy Policy Manual

The Office of the State Superintendent of Education (OSSE) has introduced key updates to its Child Care Subsidy Policy Manual, aimed at expanding access to affordable, high-quality child care in the District. The changes simplify eligibility criteria, removing work or education requirements for families with special circumstances, and offer \$0 co-pays to more families facing financial challenges.

Child care workers' wages will no longer count toward family income calculations for subsidy eligibility, benefiting child care providers directly. Application processes are streamlined, reducing processing times from up to months to a targeted 10 days, with some populations eligible for fast-track enrollment. OSSE is also working to include more children, regardless of citizenship status, in the Quality Improvement Network (QIN) and Pre-K Enhancement Programs.

Despite these advancements, Under 3 DC suggests further reforms, such as prospective payments for providers and broader presumptive eligibility, to make child care even more accessible and equitable. Read Under 3 DC's full blog update [here](#).

The DC Council Unanimously Approves New Pay Equity Fund Pay Scale

On October 15, 2024, the DC Council unanimously passed its emergency legislation to re-do the Pay Equity Fund pay scale to fit within budget constraints. After considering the Pay Equity Fund Task Force's recommendations ([click here](#) for a summary from Under 3 DC), the Council's legislation maintains minimum salaries for early educators in compliance with OSSE's credentialing requirements. Assistant teachers who do not have their Child Development Associate credentials and Lead Teachers without an associate's degree are not eligible, by law, for the pay equity salary bump. Please note that the Council may need to revisit this legislation again for FY26.

**CAYL Catalyst Ep. #44:
Showing Up With Courage
To Face Racial & Gender
Disparities in Our Field**

**Thurs, Dec 5, 2024
4:00 pm - 5:00 pm**



Racial and gender disparities in early childhood education have always been a challenge, but now, more than ever, they are situated front and center. The field is plagued by racial wage gaps, gender inequality, preschool suspension rates for black children, and more – so just what is the way forward? Let's come together in unity, with our incredible panel, as we dive into the evolution of these issues, talk about the current dilemmas, and brainstorm solutions for a more equitable future. Join us in December for "Showing Up With Courage To Face Racial & Gender Disparities in Our Field".

[Register Here!](#)

**2024 DCAEYC Annual
Membership Meeting**

**Wed, Dec 11, 2024
6:00 pm - 7:30 pm**

**700 Pennsylvania Ave
Second Floor
Washington, DC, 20003**



District of Columbia Association for
the Education of Young Children

Join DCAEYC and your fellow members for our Annual Membership Meeting. This in-person meeting at our offices at The Yard will be an opportunity to learn about the State of DCAEYC and meet other DCAEYC members. A light dinner will be served.

[RSVP Here!](#)

Upcoming Events

**NAEYC's 2025
Public Policy Forum**
**Sun, Feb 23 - Tues, Feb 25
in Washington, DC**



NAEYC's annual Public Policy Forum is returning to Washington, D.C. in-person in 2025, where they will bring together hundreds of early childhood educators and stakeholders to strengthen our advocacy skills, expand our policy knowledge, and build a powerful movement across states and communities!

Registration information coming soon. For more details on NAEYC's Public Policy Forum [click here](#).

**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**