We have had a great fall at the CDC. We’ve welcomed in new families, transitioned children into new classrooms, and developed our new relationships and routines for the fall semester. Thanks to all of you who have attended back-to-school night, PAC meetings, the costume parade, and who have volunteered for a hundred other events, from reading in the classroom to serving on search committees.

At the CDC, it’s my primary role to oversee the quality of the program and its policies and procedures, and to keep informed of current trends in early childhood education so that we can continue to serve as an exemplary model program for the VCU community.

To that end, I’m glad to announce that our annual accreditation report was submitted and approved, and we continue to hold our national accreditation through the National Association for the Education of Young Children, a marker of quality in early childhood programs. The programs that hold this accreditation have demonstrated that they provide the experiences that result in better outcomes for young children and their families. Please read “30 Benefits of Accreditation” starting on p. 16 of this newsletter to find out just what a difference attending a NAEYC-accredited center makes for your child.

Although my work often takes me off-site for teaching, faculty commitments, committee work, and community events, I look forward to hearing your thoughts and suggestions. Please reach out at any time. For daily operational questions or concerns, our Assistant Director, Kellie Holmes, is on-site daily to assist you.

I’m glad you’re here!
From the Assistant Director’s Desk…

**Information on Our New Child Care Office Management System**

A major project of mine has been to update our current child care management software to a more sophisticated and efficient management system. I am currently in the process of migrating data from the current ProCare software system to OnCare Office, a cloud-based center management system.

OnCare offers a Parent Portal function which will allow families to register and create a secured access to their individual account in OnCare. Once logged into the Parent Portal, you can perform self-service functions, allowing you to securely manage your payment information, review account ledger balances, view and print account statements, etc. This will be separate from the payment portal on our website; Credit card payments will still be managed through the current system on the CDC website.

Once the process is complete, I will be emailing the information you will need to gain access into the portal. In the meantime, if you have any questions, please feel free to contact me at any time.

From the Family Liaison's Desk…

Happy Fall Everyone-

I want to take this opportunity to welcome all of our new families and tell you how happy we are to have you as part of our VCU-CDC family. To our veteran families, I am so excited to experience another school year with you.

As your Family Liaison, I would encourage all of our CDC families to be an active participant in our Parent Association Committee (PAC), of which you are a member, by attending sponsored events as well as a meeting or two. Just as I am your advocate for you and your family so is PAC. They provide some wonderful activities throughout the year for your child(ren) such as the petting farm, soccer provided by SCOR and Itsy Bitsy Yoga. PAC also provides a venue for you to ask questions or raise concerns.

We have two charity events lined up to take place this fall. In lieu of a food drive, I thought we would try a “change of pace.” During the month of October, the CDC participated in Puritan Cleaners “Coats for Kids” campaign. Puritan Cleaners collects, on average, 15,000 coats per year for this worth charity. In November, the CDC has signed up to be a drop-off location for the Marine Corps Toys for Tots drive. New, unwrapped toys will be collected starting the week of Thanksgiving break. We are hoping to make this a joint effort with VCU’s School of Education.

Thank you all for your support, and please do not hesitate to reach out if you have questions or concerns.
From the Center Coordinator’s Desk…

Happy Fall 2015, CDC Staff and Families!

I know that most of you know my name and face, but wanted to take this opportunity to detail a little bit of what I do for the Center and your children. As your Center Coordinator, my main responsibilities include creating and implementing the daily schedule for our full time and part time staff, coordinating classroom coverage throughout the day in case of call outs, and helping to orient and train volunteers, as well as assisting families and visitors with questions. It sounds pretty simple, but, in truth, my job is so much more than that.

Once I arrive at 6:45am, I open our main office area. This includes writing up the white board for our staff, preparing the staff lounge for the day, accessing the keys for our filing cabinet and supply closet, and adjusting the schedule to accommodate any absences within our staff. I also work closely with our part time staff to manage their scheduling needs as their class schedules flex and change. Sometimes, the needs of the Center dictate putting myself in a classroom to make sure that we have the coverage to adequately care for and teach your children. Once the students have arrived, I check to make sure that all classrooms have each child signed in on their sign in/out sheet and that the class is in ratio. As the morning continues, I help with coverage in classrooms so that our teachers can enjoy their full lunch break, and sometimes help with giving breaks to our staff in both the mornings and afternoons.

After lunch, I can be found assisting in classrooms again while squeezing in time to work on side projects, such as our Fall Festival, Costume Parade, and creating schedules for the next week. I have to say, I cherish the time I spend in the classrooms as it helps to put all of the office work into perspective. By the time I leave at 3:45pm, my goal is to have the Center up and running smoothly with no foreseeable scheduling conflicts for the afternoon or the next morning.

As always, I am here if you have any questions or need any help figuring out which office staff member to go to with your questions or concerns. I’m short, so make sure you peek behind my computer monitor to see if I’m at my desk.
G1: Ms. Christeena Claiborne & Ms. Nakita Battle

Where did the time go? We cannot believe that autumn is upon us! So much has happened over the summer in G1! Our friends explored many themes like author Laura Numeroff and reading the classic *If you Give a Mouse a Cookie*, construction trucks, body parts, and so much more. We even had exciting water play days as well as combined with our G2 friends for exciting activities like making yummy homemade ice cream.

First, we had to say, "See ya later," to our fun friends Brooke and Regan. We wish them the best in their new classrooms. As we transition friends out, we would like to welcome our newest friends, Benjamin and Jackson, to our class. Transitioning children is a bittersweet moment for us, but we are happy to have new families join our classroom.

Second, Nakita and I are planning some exciting lessons for our students. We are starting off by exploring farm animals. This lesson is important because it will be based off the interest of our class. According to our NAEYC standards, it is best that we create lessons based on your child's interests. Our class has shown tremendous interest in farm animals after reading books like *The Blue Truck* and dancing to our favorite song *Animal Action*, that we found it appropriate to create a farm theme. We will explore the animals as well as their respective sounds and habitat. Also during the fall months, we will explore fall characteristics like the smells of fall, apples, and pumpkins. Parent participation is encouraged, and we hope to see you around while we explore the fall season!

Finally, we would like to say how much we enjoy watching your children blossom everyday. Our classroom had some challenges over the summer with using non-gentle touches with one another. Nakita and I are proud to say that our kiddies have shown BIG improvements with this area! Thank you to our awesome parents for their patience and willingness to use techniques at home like encouraging gentle touches and using words, and even giving us ideas to use in our classroom. We appreciate the support and cannot thank our parents enough!!

Cheers to a great fall season!

Ms. Kita and Miss Teena
G2: Ms. Stacey Farr & Ms. Caroline Pavlakos

Summer is still lingering in G-2, but we are excited to welcome autumn soon! We have had so much fun in G-2, starting off by welcoming Ms. Stacey to our classroom as our new co-teacher earlier in the summer!

Most recently, we have learned about the season of summer, superheroes, explored books by Laura Numeroff, and are currently taking a trip to the Outback! As a special treat for our Summer unit, Ms. Kellie made homemade lemonade with us! We got to exercise the muscles in our hands and arms to squeeze lemons and stir all the ingredients together, and used our senses to smell, taste, touch and look at how we make lemonade. We talked about how superheroes are kind and helpful and through reading books and playing games, we learned how we can also be kind and helpful to our friends and teachers at school. Ms. Stacey even turned us all into superheroes on our G-2 Class comic strip that we worked together to decorate! The silly animals in the books by Laura Numeroff taught us what would happen if we asked for cookies, pancakes and cupcakes and we even got to decorate our own cookies and have a pajama dance party! Of course, the highlight of summer at the CDC was the Water Play Days on Fridays! It was a great way to cool off and be outside. Future explorations will include G-2 acting as scientists for a Science unit and observing the Sights, Sounds and Smells of Autumn! We are also looking forward to Fall buggy rides around the neighborhood!

At the toddler level, the Creative Curriculum reveals that play is a child’s work and art is their language. In G-2, we encourage our friends to use as many toys as they would like to develop concepts, such as doing a puzzle to increase math awareness, building with blocks to explore architecture (the children’s favorite!), and playing in the kitchen area with food and plates to encourage dramatic play. We provide a variety of art opportunities, coordinating crafts with objectives from our lesson plan nearly every day. Art allows children to foster a sense of autonomy as they are able to choose from an array of colors or materials. Moreover, it can help them feel competent and proud of themselves for what they can do. Our classroom community encourages social interaction, communication, collaboration, and problem solving on a daily basis. Each child’s learning is facilitated by the unique experiences and viewpoints they encounter interacting with their peers, their families, their teachers, and members and programs in the community.

We are looking forward to a fantastic time in G-2 and our door is always open for visiting and conversation!
101: Ms. Benita Thompson and Ms. Lori Do

Room 101 has had a fabulous summer. We had a fun time learning about ocean life, ponds and puddles along with frogs, turtles and tadpoles, exploration of rocks, enjoying time at the beach, camping, making and eating summer cool treats, fun with water to cool off, and exploring sounds. The children were very excited as they had the opportunity for new adventures while learning. Playing means learning while having hands on experiences with the positive support and guidance of teachers, friends and parents. As we move on to the season of fall we are looking forward to all the things that take place like leaves changing, learning about many kinds of apples and what we can do with them, pumpkins, harvest vegetables and many teaching moments that happen naturally throughout the day. We will get the juices of our brain flowing as we explore and investigate these topics that are so popular for this time of year.

The children have had visitors come by and share their knowledge. Miss Kellie brought her camping gear to show the children what to pack for a camping trip. We also had two other parents come by and visit. One showed the children a real frog and tadpoles. Another parent used computer technology so the children can hear themselves using a microphone and see how loud that they got by looking at the screen. We really love for adults to come and enhance our lessons with their knowledge of different topics. Finally we have taken a few walks over at the BIG Campus to add to our lesson with being in a different location as a learning environment. The children so enjoy these moments and make learning memorable.
Miss Thompson and Miss Lori want to take this moment to say good bye to friends and families, who are transitioning upstairs and welcome new children and their families, who are starting in our class. We are looking forward to an eventful school year. We work very hard and closely with the children to build up their confidence and self esteem. We feel it is as important for their development as they strive to grow, and do things for themselves so they can blossom into happy and healthy individuals. Some examples of what we work on with the children is hand washing, cleaning up toys, serving themselves food, brushing their teeth and taking pride in what they do as they become proud of their accomplishments. Why do we do this? Because positive feelings of feeling proud and good about themselves is the outcome. We want the children to be successful and we pride ourselves for setting up successful moments throughout their day as they are learning and growing. Let’s work together so the children can be the best people that they can be!

Do you the different areas of development? Social, emotional, cognitive, language, fine and gross motor. We will look at these areas of development over the next months to see how your child is progressing. It is amazing to see the changes children make over the time they have been in our class. Miss Thompson and Miss Lori are here to answer any questions and support you parents if you are not sure of things and may have questions. Teaching Strategies is an assessment tool that we use while doing this as we go through the process. It divides the children’s knowledge in the different developmental areas to see where they are. We also share with parents in an informal way with daily activities what they may have said and done as while learning about the children and what they have to offer on a personal level. We like to have a well-rounded picture of what children are and the possibilities of what they could be
102: Ms. Emily Eaton

It has been a wonderful summer in Room 102! We celebrated Father’s Day and learned many things about our dads - where they were born, favorite foods, etc. Several daddies joined us for lunch! We enjoyed going for a walk to look for red, white, and blue (and American flags) during our unit on USA and the Fourth of July. While learning about the summer season, we made three flavors of homemade ice cream! Mmmm... We tie-dyed and painted t-shirts and made Japanese fish prints during our "At the Beach and Under the Sea" unit, and then did a unit on "Creepy Crawlies" during which we practiced balancing on a masking tape spider web and went bowling for bugs! While learning about dinosaurs, we really enjoyed moving to Laurie Berkner's "We Are the Dinosaurs" marching song and making a papier-mâché dinosaur egg which we cracked piñata style and hatched a baby Stegosaurus. Upcoming themes for the fall include Bicycles, Fall, Pumpkins, Halloween (with an emphasis on fantasy vs. reality), All About Me, Families and Thanksgiving, and Winter Celebrations.

While we know that what we do in 102 sounds like a lot of FUN (and, of course, it is), we want you to know that your child’s learning experiences here are not purely by chance. VCU CDC teachers spend several hours each year educating ourselves on the latest research and best practices in early childhood education so that we can effectively plan and execute developmentally appropriate activities for your child that focus on specific objectives for your child's development and learning. This is why you may see us cringe if we happen to hear anyone refer to what we do as "daycare", because, quite simply, it's not! We use resources such as Creative Curriculum, Teaching Strategies GOLD, and Developmentally Appropriate Practice to guide our teaching and assessment of your child(ren). The purpose of most of our structured activities is explained in the Objectives section of each lesson plan that is emailed to families and posted in the classroom's observation room, but if you ever wish to know more about why we do what we do - either in general or regarding a specific activity or aspect of the classroom environment - we are more than happy to help make those connections!

Summer is a time of transition for students, and while we hated saying goodbye to Olivia, Lora, Kenan, Patrick, Daniel, Lily, Finley and Arinjay, we so excited for all of the new adventures they are having in the Pre-K classrooms! We have so very much enjoyed working with them and their families. We are delighted to welcome Ignacio, Ernie, and Regan to our class! This summer, we also acquired our first class pet! Princess Swimmy, formerly belonging to Lily and her family, has made himself at home in Room 102 and the children have really enjoyed observing an caring for him. (Yes, Princess Swimmy happens to be a male betta fish.)

As always, our door is open and we love when family members come to visit and engage with the children! Please consider joining us for a special activity, story time, lunch, or anytime!
Autumn is a season of great change and the same can be said for our classroom. We have bid a tearful goodbye to some of our little ones as they head off on their kindergarten adventures and we are welcoming new students to our class. We provide hands-on, play focused activities that embrace all areas of the curriculum – Language Arts, Math, Social Studies, Science and the Performing Arts. As we like to say in Room 201 – “We work hard but we play hard, too!” Our lessons are always theme based and are dictated by the interests of the children. We incorporate the children’s community into our lessons as well, teaching them about the cultural diversity, history and art in the Richmond area. We encourage parents to get involved and come into the classroom and join us!
The summer has officially left (as quickly as it had arrived!). Water Play was successful! Not only did the children have fun, but the teachers also enjoyed seeing the children participate each week. We also had a movie day when Water Play was cancelled one rainy Friday morning. We went on a few walks around campus on the cool mornings before the temperatures increased. For the first time, we also attended "Field Day" at the VCU Cary Street gym during the summer months. The children loved the open field with endless running room for their

never tiring bodies!

We also learned about Pirates, Disney, Ants and Colors! The VCU Police also visited the CDC and brought a police car and motorcycle for the children to explore.

This fall, we will be seeing new friends join our room. We would like to welcome them and their families to Room 202. We began the new year with a "Family" lesson as a way to introduce ourselves to one another. Following September, we explored Owl, Bats & Cats!, Numbers, Numbers Everywhere, and of course some Autumn-themed lessons about apples, pumpkins and the fall season.
Fundraising

The CDC is funded primarily through tuition payments; however, those payments do not cover the entire cost of operating the program. We seek your help with our fundraising efforts, including those listed here and on our website.

Since 1997, schools, charities, churches, community groups, and clubs in the continental United States have collectively earned more than $26 million in cash and rewards through FundingFactory's 100% free fundraising-thru-recycling program. Together, FundingFactory and the CDC are making an impact on the environment by keeping cartridges and small electronics out of landfills.

The CDC will collect, pack, and ship used inkjet and toner cartridges, cell phones, MP3 players, digital cameras, and GPS devices to FundingFactory. The CDC can then choose to accumulate points and spend them in the rewards catalog or request a check payment. There is a box for collecting these items on top of the teacher mailboxes. If your office would like to participate, please contact Alyson.

Scholastic Corporation is the world's largest publisher and distributor of children's books and a leader in educational technology and children's media. Scholastic creates quality educational and entertaining materials and products for use in school and at home, including children's books, magazines, technology-based products, teacher materials, television programming, film, videos and toys.

The VCU Child Development Center earns a FREE $3 book coupon every time a parent places an order (of any value) and points are awarded towards additional books based on the total amount spent by CDC families. Orders are all online, using code HLZ46 (Teacher: Dr. Williams). Orders are due the 15th of each month and will be distributed on arrival.

Tax-deductible donations may be made to the CDC through the VCU Foundation. Our account number is 040577. Your donation ensures that the Center continues to provide high-quality care and education to the VCU community.
Family Reminders and Information

**Did you know** that children are required to be within our **SIGHT and SOUND** at all times? When your children are with you, please help us keep them safe by holding their hands and keeping them within your own sight and sound at all times.

**Shutterfly Photos:** We hope you are enjoying all the photos of your child’s day at school. The site is members only. If you would like to visit the site, please go to: [https://vcuchilddevelopmentcenter.shutterfly.com/](https://vcuchilddevelopmentcenter.shutterfly.com/) and complete the registration / request to join.

**NEW! Online Credit Card Payments!** We are excited to be accepting online payments through our website. We are no longer accepting credit card payments in person.

To pay online: [https://www.pubapps.vcu.edu/cdc/myPayment.aspx](https://www.pubapps.vcu.edu/cdc/myPayment.aspx)

**Why are the halls so empty?** We recently got a visit from the fire marshal, and were instructed that the artwork displayed in our hallways and stairwells was a violation of fire code. While we know our hallways look a little naked right now, we are glad to know that we are following the fire safety regulations that will allow us to stay as safe as possible in the case of emergency. We are so glad to have gotten some long-overdue painting to update and clean our walls, and we look forward to adding our own personal touches soon. Please feel free to visit your child’s classroom to peek at the current artwork on display!

**CDC classrooms are cell-free zones.** We believe the children deserve our full attention while at the CDC. Please assist us in keeping everyone’s attention on the children by leaving your phones off or outside the classroom while visiting. Thank you!
CDC Classroom Directory

**G1:** 828-1769
Ms. Christeena Claiborne
Ms. Nakita Battle

**G2:** 828-1781
Ms. Caroline Pavlakos
Ms. Stacey Farr

**101:** 828-2082
Ms. Benita Thompson
Ms. Lori Do

**102:** 828-2083
Ms. Emily Eaton

**201:** 828-4967
Ms. Glynis Broy

**202:** 828-2113
Ms. Amirah Bohler
Ms. Brittany Dix

CDC Office Directory

**Dr. Alyson Williams, Director / Assistant Professor**
*Leadership for policy, program planning, professional development, community outreach and oversight, faculty commitments, committees, and teaching for the department of Teaching & Learning in the School of Education*
828-5892
aewilliams@vcu.edu

**Ms. Kellie Holmes, Assistant Director**
*Leadership for daily operations, building management, curriculum, staff supervision, tuition and administration*
828-7377
khholmes@vcu.edu

**Ms. Cati Howard, Center Coordinator**
*Leadership for scheduling, classroom coverage, special events and reception*
828-1541
cehoward@vcu.edu

**Ms. Karen Turner, Family Liaison**
*Leadership for family programs, classroom transitions, tours, new family orientation, child files and recordkeeping*
828-1542
s2klturn@vcu.edu
VCU Child Development Center
Important Dates
2015-2016

VCU Child Development Center follows the University calendar (http://academics.vcu.edu/) and is closed on the holidays and professional development days listed below. In addition to the dates below, the CDC may be closed on other dates for further professional development.

- 11/25/15 CDC CLOSES at NOON for Thanksgiving Break
- 11/26-27/15 CDC CLOSED for Thanksgiving Break
- 12/11/15 CDC CLOSES at NOON for Family-Teacher Conferences
- 12/21/15-1/1/16 CDC CLOSED for Winter Break
- 1/18/16 CDC CLOSED for Martin Luther King Day
- 3/10-11/16 CDC CLOSED for Professional Development
- 5/4/16 Zoo Trip (Reading Day)
- 5/30/16 CDC CLOSED for Memorial Day
- 6/10/16 CDC CLOSED at NOON for Family-Teacher Conferences
- 7/4/16 CDC CLOSED for Independence Day
- 8/17-19/16 CDC CLOSED for Professional Development
Our First Fall Festival!

We hauled over 400 pounds of pumpkins onto our playground in October so that our families and staff could enjoy a fun evening full of fall-related activities, foods, and games. Children had taste-tests of apples, enjoyed sensory experiences involving hay, pumpkins, and flowers, and enjoyed early mathematical experiences such as sorting, classifying, and comparing various pumpkins. Thanks to all who volunteered, participated, and made the evening a success!
The NAEYC Accreditation process is a great team-building activity for programs! Achieving accreditation brings a strong sense of accomplishment to teachers and administrators when they reflect together on how far they have come.

Through Self-Study and goal setting, NAEYC Accreditation helps early childhood programs achieve and maintain high-quality early care and education. It outlines best practices for programs and encourages programs to be the best they can be.

NAEYC Accreditation provides children and their families a higher level of quality care and makes it more attainable for all families through NAEYC partnerships with state quality rating and improvement systems.
From playground environments to the emotional environment in classrooms, from administrative policies to teaching practices, NAEYC standards and criteria are comprehensive and capture the full range of what a program should do to deliver high-quality education.

NAEYC Accreditation supports ongoing quality improvement and best teaching practices. NAEYC-accredited programs receive up-to-date information policies and procedures in the early childhood field.

Teachers report being almost as excited about the knowledge they gained through the process of quality improvement as they are about receiving a positive accreditation decision.

The NAEYC program standards and criteria contain specific descriptions of quality practices and explain the procedures that programs use to measure quality.

Resources

In many communities, accreditation facilitation projects (AFPs) help with fees, offer support through trainings, and provide technical assistance to programs seeking NAEYC Accreditation.

NAEYC has a network of 278 Affiliates that provide customized resources and support for high-quality early childhood education. Many Affiliates have an Accreditation Chair dedicated to providing support to programs working to earn or maintain NAEYC Accreditation.

Enrollment in the accreditation process provides programs with tools and resources to support their early child care program each step of the way toward NAEYC Accreditation.

Customized virtual support is available from NAEYC Academy Staff.

Self-Study is the primary process for implementing real and lasting improvements in early childhood programs to create a safe, responsive environment where children can grow and learn.

The NAEYC Accreditation process facilitates program–family partnerships through family surveys and feedback.
Improvement

14 The focus placed on continuous quality improvement opens a pathway to ongoing reflection and professional growth.

15 Teachers at NAEYC-accredited programs use developmentally appropriate practices and intentional strategies to help children learn.

16 As a program goes through the NAEYC Accreditation process, the bonds between teachers, administrators, and families are strengthened through their work together in learning about the criteria for quality and collecting evidence of how the program meets them.

17 The Self-Study process gives staff opportunities to reflect on areas needing improvement and to enhance the quality they provide to the children they serve.

18 NAEYC Accreditation increases the visibility of programs and recognizes teaching staff and administrators for their commitment to providing high-quality care and education.

19 Staff in programs seeking accreditation are engaged throughout the entire process, taking ownership of program practices.

Community

20 Accredited programs partner with their community to provide needed services and resources to families.

21 NAEYC-accredited programs focus on providing a high-quality learning experience to young children and constantly look for ways to improve.

22 To support and promote children’s optimal learning and development, NAEYC-accredited programs invite families to participate extensively in their children’s educational experience.

23 NAEYC-accredited programs establish and maintain collaborative, responsive relationships with each child’s family to foster children’s development.

24 Parents and families trust NAEYC Accreditation because they know that accredited programs provide the highest quality care and education for young learners.

25 Early childhood programs that achieve NAEYC Accreditation are committed to providing high-quality early learning experiences.
From the Field

26 “Accreditation is definitely considered the gold standard in Montana. It is revered by early childhood professionals in our state Department of Education and Department of Health and Human Services. NAEYC Accreditation has been designated as the top level of STARS to Quality, our state’s quality rating system. It is the only accreditation approved for childcare centers.”

—Sharon DiBrato, Montana AEYC Executive Director, Montana AFP

27 “Programs that I work with, through the use of their NAEYC family surveys and informal parent conversations, have received positive feedback regarding the quality of teaching staff interactions, overall child satisfaction, and new materials.”

—Jamie Mikulas, Early Childhood Education Coordinator, New Jersey AFP

28 “NAEYC Accreditation has helped our company achieve and maintain consistent high-quality care in our programs. It pushes us to be the best and choose best practices. . . . NAEYC Accreditation helps our programs be recognized through our state quality rating and improvement system as a substitute for many of the criteria to achieve the state’s highest level in the quality rating and improvement system.”

—Jessie Watson, District Manager, New Horizons Academy, Minnesota AFP

29 “Earning the prestigious NAEYC Accreditation is evidence of our district’s commitment to high-quality, developmentally appropriate preschool. This puts us at Indiana’s highest Pathway to Quality—Level 4. We will use this accreditation as a foundation for continued growth and advancement to meet the needs of all of our young children.”

—Denna Renbarger, Director of Early Childhood, Metropolitan School District of Lawrence Township, Indiana

30 “I send my child to an NAEYC-accredited program—and not just because I work there—but you can see and feel the difference. I did plan to send him to a non-NAEYC-accredited center, but a week before he was supposed to start, I stopped by and they acted like they had never met me. That was a red flag for a new mom, and I worried about my child just being another number. The center I attend now, from the minute I arrived, was well organized, the teachers interacted with my son, everyone was friendly, and the follow-up to enroll him was professional.”

—Cassie Chapman, Interim Director, Accreditation System Integrity, NAEYC, Washington, DC