

NATIONAL ASSOCIATION OF EARLY
CHILDHOOD TEACHER EDUCATORS

NAECTE

2016 NAECTE Summer Conference

To the Inner Harbor we go!



Baltimore's Inner Harbor

Hello Good Colleagues of NAECTE!

We have an amazing conference coming up this summer in Baltimore on June 6th! Our day will begin at 8 a.m. and we will work our way through the morning considering this question: How do voices of NAECTE members navigate in the changing early childhood policy and practices landscapes? Our theme encompasses a broad spectrum of possibilities for discussion, including but not limited to engagement, professionalism, and fostering reflective practice.

Our Keynote Speaker is Elizabeth Quintero. Out of her biography, we can see that her teaching in higher education has focused on early childhood studies, with an emphasis on literacy and curriculum. She has also enjoyed designing and teaching courses regarding working with parents, bilingual education, curriculum for multilingual students, and courses integrating the arts and other content area disciplines. For a number of years, Dr. Quintero was director of the Early Childhood Masters Program at New York University and chair of the doctoral

committee. She is currently Professor and Coordinator of Early Childhood Studies at California State University-Channel Islands.

Her books reflect her research, teaching and service. *Refugee and Immigrant Family Voices: Experience, and Education* reports on qualitative research following educators—including parents, community elders and teachers using critical literacy—in several countries and documents the ways the educators use various funds of knowledge (Moll, 2005, 1990) for self-advocacy. This story began some years ago when Quintero had the opportunity to work with a group of parents and teachers to design and implement a Bilingual Family Literacy Project in El Paso, Texas. Later, she initiated a similar project with another group of teachers and families to create a family literacy project in Minnesota with Hmong and Somali families. In summer of 2002, in Ankara, Turkey, she met refugee families on the run, seeking asylum, who taught her about strengths of human spirit and determination for learning and positive family support in deplorable conditions.

In this Issue...

- *Welcome, President Kelly Baker!*
- *2105 NAECTE Conference and Awards*
- *JCETE: New Editor and Call for Manuscripts*
- *2016 Officer Elections*
- *Interview: Lorraine Dejong*

2016 NAECTE Summer Conference (Continued)

In London, in early 2004, she met families of Asylum Seekers from 68 countries who, with the collaborations of the Refugee Council, private foundations and committed teachers, had created one of the most dynamic and exciting elementary schools in the absolute poorest neighborhood in London. And currently, on an on-going basis, in New York City, she and her students work with families from Chinatown to Brooklyn to Queens to the Bronx—Latino, Syrian, Palestinian, Pakistani, Orthodox Russian Jewish, and Central American families.

Quintero's *Critical literacy in Early Childhood Education* book connects learning, teaching, and integrated curriculum. The book reports on a qualitative study involving various groups of teacher education students and practicing teachers in urban schools in New York City. The teachers support students' multiple languages and recognize ways that multiple knowledge sources, identities, and language forms can contribute to the formation of new relationships, new knowledge, and meanings. As a community of scholars in a wide variety of classrooms, these teachers respect the children's backgrounds, plan carefully for their current experiences in school, and prepare them for the future challenges of standardized testing, competitive learning programs, and a variety of future journeys. Quintero's latest book is *Storying: A Path to Our Future—Artful Thinking, Learning, Teaching and Research*. This book is about the human experience of teaching and learning, creativity and community. *Storying* explores how story is so much more than decoding text and writing using academic language. It also includes literature and all forms of the arts; digital forms of story, from social media to documentation of history; and new forms of multilayered, multigenre research. We can learn a lot from Dr. Quintero!



The morning's focus also includes round table and poster sessions where our NAECTE colleagues present on topics that are important to our work, research and thinking. As in the past, there are so many delightful presentations scheduled that it will be hard to choose which to attend! As well, our morning includes a special visit from Rhian Alvin to update us on NAEYC and a brief talk by our President, Dr. Kelly Baker. I, Will, also want to make certain that we give a warm thank you to our conference program chair, Rebecca Huss-Keeler, for facilitating the proposal review process for our round table and poster sessions. Her thoughtful work is central to our conference vitality.

The final program is coming soon to the NAECTE website and your email box. Although we are just getting started with the summer conference, it is already time to think about the fall conference as well. Please mark your calendar for NAECTE conference on November 2 in Los Angeles—on the West Coast! The National Association of Early Childhood Teacher Educators will be accepting proposals for the 2016 Fall Conference on May 1, 2016. You will be able to locate the Call for proposals on the NAECTE website and at the Fall conference as soon as it is available.

Sincerely,

Will Parnell, Vice President for Conferences
Rebecca Huss-Keeler, Conference Program Chair

News from our NAECTE President, Kelly Baker

As winter turns toward spring, I always anticipate the promise of fresh, new life and the growth that is to come. This seasonal transition seems an appropriate metaphor for our association, as the NAECTE governing board continues to pursue a progressive approach to the work which is of most importance to our membership. I expect that as we continue to reflect on our existing policies and association activities, our collective efforts will result in fresh approaches to our work. Additionally, I am hopeful that we will continue to experience stability in our membership, with steady growth over time. Why? Because what we do is quite significant in the landscape of early childhood teacher education. For this reason, I am most appreciative of the opportunity to serve as your President.

Our November conference was both positive and enlightening for me. Those of you who attended will likely agree with me that it was an outstanding day of intellectually stimulating activities, thanks to the careful planning of Amy Wolf, then Vice-President for Conferences. The keynote, roundtable and poster sessions were outstanding! I left our conference day with a great feeling of pride in the research and scholarly activity which continues to take place among our members.

While attending the conference, I also had opportunity to meet with representatives from NAEYC and ACCESS. Will Parnell and Becky Huss-Keeler joined me in meeting with ACCESS leadership, and I also met with Marica Mitchell, Deputy Executive Director, Early Learning Systems for NAEYC, and Mary Harrill, Senior Director, Higher Education Accreditation and Program Support for NAEYC. The connections that we maintain with other Early Childhood Education leaders clearly strengthens our ability to have a positive impact in ECE teacher preparation; I believe that both of those meetings were quite productive. In fact, Mary Harrill is facilitating a NAEYC Accreditation Expansion Working Group, and requested that NAECTE have a delegate or two as part of that group. This is a great example of the importance of our collaboration with other professional associations, and I am delighted that Julie Ray has agreed to serve as our delegate to the working group.

As you'll remember, our full membership was encouraged to participate in a Needs Assessment, in order to determine how we might move forward as an association. As a governing board, we've had lengthy conversations regarding the best way for NAECTE to have a greater impact on policies related to our field. The results of the needs assessment, created and facilitated under the leadership of Past President, Libby Ethridge, have already suggested potential changes for the future. Our Database Administrator, Lori Kelly, has analyzed and interpreted much of the data so that we have a preliminary picture of the findings; however, Lori is in the process of finalizing that analysis, in order that the governing board can make decisions based on the complete set of survey data. If you plan to attend our June, PDI, in Baltimore, Maryland, you'll be among the first to hear of the complete survey results, as well as some of the potential responses to that data.

And finally, I'm pleased to share the news that NAECTE is moving toward an updated website. In the very near future, you'll find that our online presence will be more inviting, easier to navigate, and much more visually appealing. I'm confident that the improved website will better meet our needs, and will be a resource of which we can all be proud.

Respectfully submitted,

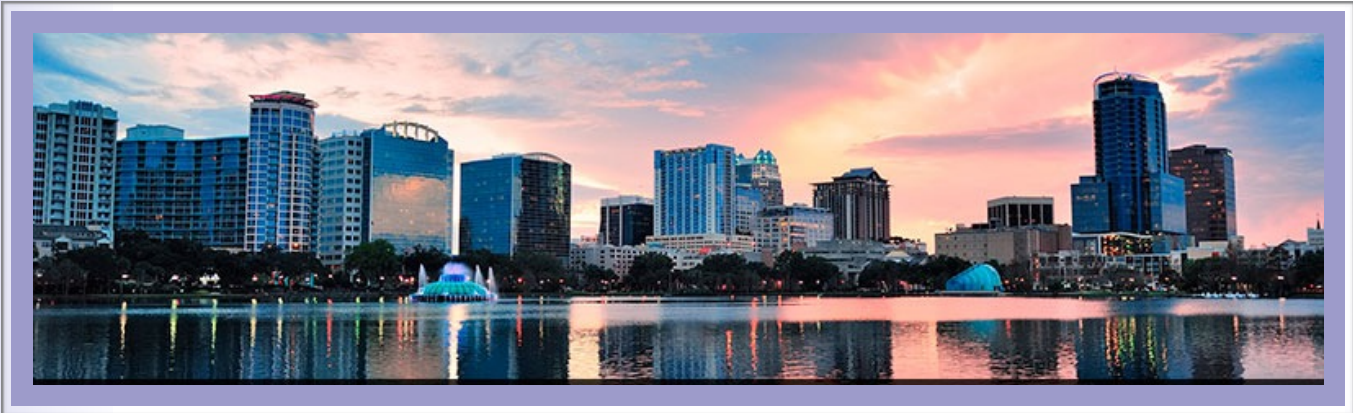
Kelly Baker

NAECTE President



NAECTE President, Kelly Baker

NAECTE Fall 2015 Conference



The NAECTE Fall 2015 Conference took place November 18, in Orlando, FL, and was a great success. All aspects of the program reflected the Conference theme, *Early Childhood Teacher Educators: Leading the Way in Early Childhood Education*. Conference attendees learned from, and were challenged by, Key Note Panel presenters Sherry Cleary and Karen Nemeth, and the full day of sessions with 31 round table and 19 poster presentations. Congratulations to all of our conference presenters. The Awards Reception that evening perfectly capped off an inspiring day of learning, collaborating, sharing each other's work, networking, meeting new colleagues, and catching up with those we may have known for years. Sincere thanks to Amy Wolf, Vice President for Conference, and to her committee for their tireless efforts on our behalf and congratulations on a wonderful Fall Conference.



Many thanks for a superb Fall Conference to Amy Wolf (left), Vice President for Conferences, and Erin Casey (right), Conference Proposal Chair, shown here enjoying the wonderful NAECTE Awards Reception

2015 NAECTE Awards

Congratulations to our 2015 NAECTE Award winners on your well-deserved recognitions!

NAECTE Outstanding Early Childhood Teacher Educator Awards	
<p>Dr. Julie Bullard University of Montana-Western</p> <p>Nominated by Estee Aiken, Ed.D.</p> <p>Sponsored by Pearson</p>	<p>Dr. Sharon Ryan Rutgers University</p> <p>Nominated by Beth Graue, Ph.D.</p> <p>Sponsored by Taylor & Francis</p>
NAECTE Outstanding Dissertation Award	NAECTE Outstanding Practitioner Award
<p>Dr. Ingrid Anderson Portland State University</p> <p>“Early Childhood Educators’ Perception of Oregon’s Professional Development System: A Hermeneutic Phenomenological Study”</p> <p>Nominated by Christine Chaillé, Ph.D.</p> <p>Sponsored by Cengage</p>	<p>Isauro M. Escamilla San Francisco Unified School District</p> <p>Nominated by David Hollands, MSW, MPA Daniel R. Meier, Ph.D.</p> <p>Sponsored by Cengage</p>
NAECTE Distinguished JECTE Journal Article Award	
<p>Drs. Elizabeth Graue, Kristin Whyte and Kate Kresin Delaney</p> <p><i>“Fostering Culturally and Developmentally Responsive Teaching Through Improvisational Practice”</i></p> <p>Sponsored by Taylor & Francis</p>	
NAECTE Foundation Early Career Research Award	NAECTE Foundation Doctoral Scholarship Award
<p>Dr. Stephanie C. Sanders-Smith University of Illinois-Urbana-Champaign</p> <p>“Learning to understand families: Instruction in building family partnerships for pre-service early childhood teachers”</p> <p>And</p> <p>Dr. Adam S. Kennedy Loyola University Chicago</p> <p>“Outcomes of community-based birth-to-five preparation sequences for undergraduate early childhood special education teacher candidates”</p>	<p>Courtney Beers Florida Atlantic University</p> <p>“Early childhood preservice teachers’ knowledge of children’s cognitive development and developmentally appropriate pedagogical practices: Understanding the role of clinical experiences”</p> <p>And</p> <p>Traci L. Kervin Florida State University</p> <p>“The use of peer collaboration and video technology to support the reflective practice of pre-service teachers”</p>

2015 NAECTE Awards (Continued)

NAECTE Travel Grants Sponsored by Taylor & Francis

Joanna Englehardt
University of Texas at Austin

Jihyun Oh
University of Florida

Thank You!

A special thank you to Shrikrishna Singh with Taylor & Francis, Julie Peters with Pearson and Marta Lee-Perriard & Christine Sosa with Cengage for coordinating with the publishers and presenting these awards.

Thank you to the award committee members for their time in reviewing the nominations: Sara Davis, Tamar Jacobson, Cindy Ryan, Edyth Wheeler, Holly Seplocha, Barbara Trube, Peggy Apple, and Roz Charlesworth

2016 Awards:

Please consider submitting nominations for the following 2016 NAECTE Awards

- Outstanding Early Childhood Teacher Educator
- Outstanding Early Childhood Practitioner
- Outstanding Dissertation
- Travel Grants Possible new awards by sponsors so watch for news!

NAECTE Foundation Awards

- Foundation Doctoral Scholarship
- Foundation Advocacy Award
- Early Career Research Award
- Established Career Research Award

Journal of Early Childhood Teacher Education Award

- Distinguished Journal Article Award

See www.NAECTE.org for award criteria and nominating instructions.

Send inquiries and submissions to awards@naecte.org.

Introducing New JECTE Editor, Karen La Paro

I would like to introduce myself as the new editor of JECTE and Brittany Hewitt as my editorial assistant. I am an associate professor at the University of North Carolina at Greensboro and Brittany is a doctoral student in our program.

As I begin my term as editor I would like to solicit names of potential reviewers. We have an excellent pool of reviewers and would like to continue to build this pool. Please email me names and contact information for potential reviewers that you feel would be qualified to review manuscripts for JECTE. Also, I encourage everyone to submit manuscripts to the journal. JECTE welcomes research reports, position papers, essays on current issues, reflective reports on innovative teacher education practices, letters to the editor and book reviews.

Thank you
Karen

Karen M. La Paro, Ph.D.
Associate Professor
UNCG, Human Development and Family Studies



Call for Manuscripts

JECTE Special Issue: Fall 2016

Preparing Early Childhood Teachers for Infant Care and Education

Guest Editors: Susan Recchia and Minsun Shin

A call to re-envision early childhood teacher education to better prepare pre-service and in-service students to meet the needs of infants and their families has resonated both in the US and abroad. Teacher educators have offered alternative models of preparation and professional development, and there is a growing body of research exploring promising practices. There is a clear consensus that teaching this age group requires specialized preparation and continuing professional development. This theme issue seeks to explore how teacher education programs are meeting the challenge of preparing teachers for work with infants and families in early childhood settings.

The need for better prepared teachers to provide high quality child care, early education, and early intervention for infants invites early childhood educators to re-envision the critical nature of the early years as an essential foundation in preparing early childhood teachers for work in the field. What aspects of early childhood teacher preparation provide opportunities and experiences that enhance understanding and bring meaning to infant care and education? What do teachers learn from teacher preparation programs that clearly situates them to meet the early care and education needs of infants

We seek manuscripts that reflect a variety of perspectives on educating teachers and caregivers to work with infants in early care and education. These may include:

- Development of new early childhood teacher preparation program models that promote and highlight early care and education for infants and families
- Evaluation of existing early childhood teacher preparation program models that address the educational needs of infants and families
- Professional development that promotes quality practice among experienced infant teachers and caregivers
- Challenges facing the field in preparing pre-service teachers to work with infants
- Family and professional collaboration in teacher preparation that promotes quality
- Interdisciplinary or transdisciplinary approaches to preparing professionals to
- Pre-service or professional experiences of infant teachers that have important
- implications for early childhood teacher education

We welcome diverse forms of scholarship including empirical research, commentary, and literature reviews related to preparing professionals to work with infants and families. Articles must follow current APA Guidelines (6th Edition) and the criteria outlined in Instructions to Authors which can be found in the journal or on the website (www.tandf.co.uk/journals/titles/10901027.asp) Manuscripts may be up to 25 pages in length, including references and tables, and will be reviewed by a minimum

Submit manuscripts by April 1, 2016 through JECTE's online submission system, Manuscript Central at <https://mc.manuscriptcentral.com/ujec>. Please specify SPECIAL ISSUE below the title. Early submissions are encouraged. For more information about this issue, contact Susan L. Recchia (recchia@tc.edu).

Renew Your NAECTE Membership

SPREAD THE WORD: INVITE YOUR COLLEAGUES AND GRADUATE STUDENTS TO JOIN NAECTE TODAY!

To join, go to NAECTE.org, then scroll to the bottom of the website (left side) and click on the link that says "Member Login."

From there you should be able to create an account and join.

Questions?

Contact Paula McMurray-Schwarz (mcmurray@ohio.edu), NAECTE VP for Membership, or Lori Kelly (naectemembership@gmail.com), NAECTE Database Administrator.

2016 NAECTE Officer Elections

NAECTE IS SEEKING INTERESTED MEMBERS TO FILL BOARD POSITIONS FOR 2016.

Nominate yourself or another member by completing a nomination form today or contacting ethridge@ou.edu

VICE PRESIDENT for MEMBERSHIP

In addition to the responsibilities described in the Association's Bylaws, responsibilities of the Vice President for Membership or his/her designated assistant include:

1. Serving as Liaison between association members, Executive Board, and Database Administrator
2. Forwarding dues with a summary of membership information to Treasurer.
3. Collaborating with the Treasurer to have membership tables at all NAECTE conferences.
4. Recruiting new members.
5. Mentoring the next Vice President for Membership for one year following completion of term of office.

NAECTE SECRETARY

The Secretary has primary responsibility for taking minutes for the Association and for updating the Policy Manual. In addition to the responsibilities described in the Association's Bylaws, responsibilities of the Secretary include:

1. Sending the minutes to all Board Members and committee chairs in a timely manner following meetings.
2. Distributing copies of the minutes of the previous annual meeting at each year's meeting of the general membership.
3. Notifying incoming Board members of where to find the NAECTE Bylaws and Policy and Procedures Manual on the web site.
4. Ensuring the posting of revisions to the NAECTE Bylaws and Policies and Procedures Manual on the organization web site.
5. Mentoring the next Secretary for one year following completion of term of office.

NAECTE AFFILIATE CHAIR

In addition to the responsibilities described in the Associations Bylaws, the responsibilities of the Affiliate Chair include:

1. Contacting Affiliate presidents before the Governing Board meetings and the annual conference to identify their activities, issues, and concerns. Report these to the Governing Board at the meetings throughout the year and at the annual conference meeting.
2. Contacting states with ten or more members, urge them to become an Affiliate and provide them with a rationale (why become an affiliate-advocacy base and collegial contacts), steps, and examples.
3. Encouraging formation of interstate Affiliates among smaller, contiguous states.
4. Work with Affiliates and the Association's webmaster to create links to Affiliates' webpages from the NAECTE

2016 NAECTE Officer Elections (Continued)

NAECTE IS SEEKING INTERESTED MEMBERS TO FILL BOARD POSITIONS FOR 2016.

Nominate yourself or another member by completing a nomination form today or contacting ethridge@ou.edu

NAECTE REGIONAL REPRESENTATIVES

Regional Representatives keep regional members informed of NAECTE activities, invite feedback from regional members and represent their interests and concerns at national and regional meetings, recruit new members, and help create and support state affiliates. Regional representatives will contribute relevant news to be posted on the web site and summarized in the email newsletter. Regional Representatives will send the e-newsletter to a list of "lapsed" members, with hopes that they might rejoin. Each Regional Representative will submit an official summary for the record at the November Board meeting. Some suggested strategies for encouraging membership include:

1. At the annual meeting, assist the Vice President for Membership with membership and meet with the Vice President for Membership to organize renewal strategies.
2. Recruit new members by sending letters of invitation to colleagues. Such letters might include a statement of what NAECTE could offer them and list regional activities of interest, information about the journal, and a membership form.
3. Co-sponsor regional meetings with the local NAEYC affiliate group and encourage members to attend.
4. Represent NAECTE at regional and national meetings held within the region, especially at the request of the President.
5. Assist Affiliate Chair with obtaining contact information for Affiliates.
6. Circulate the journal (JECTE) within the region to prospective members, to college and university libraries, and to State Departments of Education, all of whom might purchase a subscription if they see the journal.
7. Encourage members to renew their memberships and submit manuscripts to the JECTE.
8. Serve on the Conference Committee when the conference is held within their Region.
9. Identify a person in each state in the Region that does not have an affiliate to serve as a contact person for the Regional Representative to help gather information for regional reports.
10. Mentor the next Regional Representative for one year following completion of term of office.

REGIONAL REPRESENTATIVES ARE NEEDED FOR THE FOLLOWING REGIONS

- 1 - Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
- 3- Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia

NAECTE IS SEEKING INTERESTED MEMBERS TO FILL BOARD POSITIONS FOR 2016. If interested in any of the positions listed, please send your information to ethridge@ou.edu

Update in Progress for Regional Representative Handbook

A group of individuals is now working on updating a handbook for Regional Representatives with a goal of having a draft to present at the NAECTE Board meeting in June. We are looking at information that has been shared with some individuals in recent years and considering how we can prepare Regional Reps to assist with member recruitment.

WE NEED YOUR HELP if you have been or currently are a Regional Representative! If you have served as a Regional Representative in the past we would like to know what information you found helpful in carrying out your responsibilities. We also need to know what information you would have liked to have had in order to better carry out your responsibilities. If you are a current Regional Rep, we are interested in how were you prepared for your role.

Please send your thoughts to Linda Taylor, Affiliate Chair, at LHUBER@BSU.EDU before the end of March so that we can get an even better picture of what a handbook for Regional Representatives might include.

NAECTE Advocacy Committee

Advocacy is a critical responsibility for early childhood teacher educators and for NAECTE. We are called to speak and act on issues that affect our work in the preparation of effective teachers to work with young children and families. NAECTE is fortunate in having Amy Wolf as our Advocacy Committee Chair. Amy is looking forward to gathering an active and diverse group to engage in understanding the issues in early childhood teacher education, in working to articulate positions, and in having the voices of early childhood teacher educators heard. She invites NAECTE members to join the Advocacy Committee. Please let her know that you are interested (awolf@park.edu).

NAECTE Foundation

NAECTE is fortunate to have a strong organization, the NAECTE Foundation, to support our work as early childhood teacher educators. On our naecte.org website, we read:

“The NAECTE Foundation is a 501(c) tax-exempt organization that raises funds for the benefit of early childhood teacher educators and the children and communities they serve. The goals of the NAECTE Foundation are:

- Advocacy of NAECTE goals
- Promotion and support of research projects related to Early Childhood Teacher Education; and
- Provision of scholarships for Early Childhood Teacher Education students.”

NAECTE Foundation Awards

Three awards funded by the Foundation are the NAECTE Foundation Advocacy Award and two NAECTE Foundation Awards for Research on Early Childhood Teacher Education, one for early career faculty and one for established career faculty. In addition, there is an NAECTE Foundation Doctoral Scholarship. Each of these awards are designed to reflect the Foundation’s goals.

How the Foundation Came to Be:

In 1998, a group of four former NAECTE presidents came together to form the Foundation in order to begin the work of collecting funds to help make possible the goals of the organization. Since that time, all Past Presidents now serve as members of the Foundation, continuing the contributions that they have made in their leadership in NAECTE and for which we, as NAECTE members, are unfailingly grateful.

An Inspiring History: Be Part of Its Future!

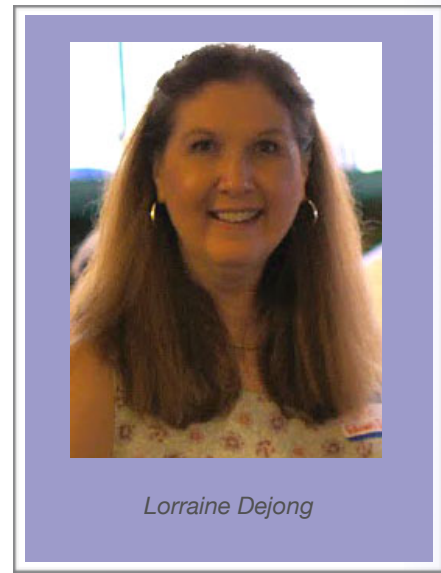
Please give! You may designate your donation to support any or all of the Foundation’s three goals. Gifts of any size are welcome, and together we can work toward meeting the goals of NAECTE’s for early childhood teacher education. How to give: Go to naecte.org and select NAECTE Foundation in the menu on the left side of the home page. You will find easy-to-follow instructions for making your contribution now or bring your checkbook to the Conferences in June and November.

Many thanks to our current NAECTE Foundation President, Amanda Branscombe.

Sharing a State Affiliate's Success: South Carolina AECTE Newsletter: An Interview with Lorraine DeJong, Newsletter Editor

South Carolina AECTE (SCAECTE) is an active affiliate of NAECTE. It publishes a newsletter three times a year that serves as a powerful tool to support early childhood faculty across the state. Lorraine DeJong, Newsletter Editor, shared an issue of the newsletter with members of the NAECTE Board, who agreed that other state affiliates would be interested in seeing, and perhaps learning from, what SCAECTE has done.

With that goal in mind, we asked Lorraine to tell us about how the newsletter has come about, what it looks like, and how it is put together. She graciously agreed to an interview and has allowed us to share two recent issues of the SCAETE newsletter: January 2016, the most recent issue, and May 2014, which sets forth the goals of the SCAECTE newsletter. These will be posted on the NAECTE website at "E-Letters &," under Regional Reports.



The May 2014 Newsletter sets forth the goals for the SCAETE newsletter, the "why we are doing this," aligning those goals with the goals of NAECTE's. From the May 2014 newsletter:

- The newsletter for SCAECTE is produced and distributed electronically to all faculty and friends who work in the field of early childhood teacher education in the State of South Carolina. It is produced three times a year in the fall, the winter, and spring. Our goals for the newsletter are the following:
1. To provide a forum to inform faculty of events, policies and initiatives, and opportunities of interest to those who work in the field of early childhood teacher education.
 2. To provide a forum to get to know our programs and our faculty, including their research and teaching interests at every level of employment- including adjunct, novice, and veteran faculty.
 3. To provide a forum to celebrate the accomplishments of individual programs of early childhood teacher education and faculty in our state at both the 2 year and 4 year college levels.
 4. To provide a forum to acquire helpful teaching, community, and other resources that could enhance faculty teaching.
 5. To provide a forum to learn more about NAECTE, leadership opportunities, and how all faculty can become stronger advocates, as individuals and as part of working groups, for high quality early childhood teacher education in our state.

Sharing a State Affiliate's Success: South Carolina AECTE Newsletter: An Interview with Lorraine DeJong, Newsletter Editor (Continued)

What we learned from the interview with Lorraine and the questions we asked her:

How and when did the newsletter begin? Lorraine began publishing the newsletter in 2010 when she was SCAECTE President and has continued to serve as its editor, staying on to provide continuity as Board members changed. An impressive publication now, it was much smaller in the beginning and has grown over time. Lorraine feels that improvements can still be made.

How often is the newsletter published? There are three issues a year: a Fall issue, published before the SCAECTE/SCAEYC meeting; a Winter issue, coming before the SCECA conference; and a Spring issue, that serves to wrap up the year and to celebrate member and organization accomplishments.

Who receives the newsletter? The newsletter is sent by email distribution to approximately 150 Early Childhood Education faculty at 40 two- and four-year institutions across the state, to non-members of SCAECTE as well as its members. The SCAECTE newsletter is seen as a vehicle for recruiting new members.

What is the response to the newsletter? Lorraine reports that she hears comments about the newsletter or its content, which tells her that some people have read it. Another indicator is that there are non-members and "new faces" who come to the meetings that are announced in the newsletter.

What do you do to publish each issue of the newsletter? Lorraine does not have a newsletter committee but receives formatting help from the secretary in her department. A previous secretary contributed her skills in setting up the template for the artwork, graphics, colors, and theme. This is Lorraine's basic process:

Collecting content for the newsletter:

- Lorraine begins by asking board members to contribute items for the coming issue. She stresses that she makes her requests to each person individually, not in a group email, and often asks for something specific. She feels that this approach is the most effective way to collect contributions to the newsletter.
- Next, she asks Board members about events or issues, or "what is going on" in their areas that they may know about.
- She also has a few key "go to" people who will write for her whenever she asks.
- Lorraine learns about new ECE faculty at higher education institutions in South Carolina and welcomes them with a bio or a brief mention in the newsletter.
- Lorraine works to include articles that represent both the diversity in the field and the geographic diversity among areas or regions of the state of South Carolina.
- Once she has compiled what has been submitted, she may fill in any gaps by writing needed content.

"Going to Press:"

- Lorraine gives a file with all the newsletter content documents to the Department secretary who puts the material into the template.
- Finally, Lorraine reviews the newsletter draft and does any needed editing before the email distribution goes out.

What recommendations do you have for other affiliates? It is helpful to have a staff person at your workplace to put it together. It is a challenge to keep email list current. Lorraine's grad student initially did a survey of higher education institutions to identify the ECE faculty and now Lorraine checks websites periodically to update the list.

Lorraine will be happy to answer questions or tell more about the SCAECTE newsletter. Her email is lorraine.Dejong@furman.edu.

NAECTE Regions

Did you know that as an NAECTE member, you are part of a Region? Below is a list of Regions, the states in each Region, and current Regional Representatives. (For easy reference at any time, you may find this information a naecte.org, under "Officers.")

Here is a sincere and heartfelt "thank you" to all our Regional Representatives for their work in bringing the perspectives of their regions to the NAECTE Board and for their efforts to reach out to NAECTE members in the states in their Regions. Please be in touch with other NAECTE members and potential in your state and with your Region Reps, who really want to hear from you!

REGION 1

Eun Kyeong Cho
University of New Hampshire
Eunkyeong.Cho@unh.edu
Connecticut, Maine, Massachusetts, New Hampshire,
Rhode Island, Vermont

REGION 2

Sharon Ryan (2015-2017)
Rutgers University
Sharon.ryan@gse.rutgers.edu
New Jersey, New York, Puerto Rico, Virgin Islands

REGION 3

Nancy Barbour
James Madison University
barboune@jmu.edu
Delaware, District of Columbia, Maryland,
Pennsylvania, Virginia, West Virginia

REGION 4

Ashley Brailsford Vaughns (2015-2017)
vaughnsab@cofc.edu
Alabama, Florida, Georgia, Kentucky, Mississippi,
North Carolina, South Carolina, Tennessee

REGION 5

Lena Lee
Miami University OH
leel@miamioh.edu
Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

REGION 6

Paulette Shreck (2015-2017)
pshreck@uco.edu
Arkansas, Louisiana, New Mexico, Oklahoma, Texas

REGION 7

Julie Ray
Southeast MO State University
jaray@semo.edu
Iowa, Kansas, Missouri, Nebraska

REGION 8

Carol Enger (2013-2015)
Mayville State University
carol.enger@mayvillestate.edu
Colorado, Montana, North Dakota, South Dakota,
Utah, Wyoming

REGION 9

No current representative
Arizona, California, Hawaii, Nevada

REGION 10

Cindy Ryan (2015-2017)
Western Oregon University
ryanc@wou.edu
Alaska, Idaho, Oregon, Washington,
International: Canada, Hong Kong, New Zealand,
South Korea

NAECTE Member News

Our newsletter will be even more interesting with the participation of our members.

Please send us news of your publications, presentations, grant work, program development, awards and recognitions, and any other accomplishments. NAECTE is an organization whose members are active, committed, and valued contributors to the field. (Did I mention busy?) Let's celebrate that together.

We would also welcome suggestions for topics that could open on-going dialogue on issues, trends, and concerns among our members.

Thank you!

Please email me: Edyth J. Wheeler, ejwheeler@towson.edu

