

# naeyc<sup>®</sup> Governing Board Vision 2015 with 2012 Benchmarks and Indicators

## NAEYC Vision 2015

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1. NAEYC is influential and impacts local, state, and national early childhood public policy *and* early childhood professional practice.
2. NAEYC has aligned its standards for early childhood programs, practices, and professional preparation with its policy stances. NAEYC has made significant progress toward evaluating the extent to which its aligned standards lead to improvements in children's development and learning.
3. NAEYC demonstrates a strong commitment to continuous improvement with respect to organizational wellness and organizational excellence. NAEYC's commitment to purpose, action, and analysis and feedback is evident in the domains of Diversity and Inclusivity, Governance, Management and Staff Leadership, Facilities, Finance, Human Resources, Programs, and Critical Relationships and Strategic Alliances.
4. NAEYC is a model of diverse leadership and leadership development.
5. NAEYC has a "connected network" of 250,000 people; alliances with other organizations enhance this network.
6. NAEYC promotes the expanded development of the professional status of individuals in the various roles represented in the early childhood field through ongoing professional development, professional certification/licensure systems, and equitable compensation.

*Note:* Specific benchmarks have been identified for each goal, along with indicators of progress to be met by 2012. Indicators are noted by bullets.

### Goal 1

**NAEYC is influential and impacts local, state, and national early childhood public policy *and* early childhood professional practice.**

**Benchmark 1:** NAEYC will work with additional organizations on common public policy goals, reflecting the range of sectors in the early childhood field.

- NAEYC maintains and expands, as appropriate, relationships with organizations reflecting the range of sectors across the early childhood field to influence public policy.

**Benchmark 2:** NAEYC will work to shape bills, regulations, guidance, and other forms of federal public policy that substantially impact the early childhood field.

- NAEYC develops a Call to Action for the 111th Congress and strategies to realize its recommendations.
- NAEYC develops a Call to Action for the 112th Congress and strategies to realize its recommendations.

**Benchmark 3:** NAEYC will work with public policy partners to influence federal increases in funding for core early childhood education services (for example, child care, preschool, state pre-K, Head Start, kindergarten through grade three programs and services, early intervention [Part C] and early childhood special education [619], child nutrition); funding requests will reflect both direct service and quality supports.

- NAEYC develops recommendations and corresponding strategies to influence federal funding decision makers.

## Goal 1 (continued)

**Benchmark 4:** NAEYC will develop desired policies, procedures, and practices that improve and enhance the public policy capacity of its state Affiliates and work with Affiliates to encourage their adoption.

- NAEYC Public Policy staff consult with Affiliate Relations staff to determine the process for recommending desired policies, procedures, and practices to the Affiliate Council.
- NAEYC's desired policies, procedures, and practices are publicized through guides, toolkits, and other materials for Affiliates to improve and enhance their public policy capacity.

**Benchmark 5:** NAEYC leaders at all levels of the Association (including state and local Affiliate public policy chairs, those elected or appointed to Association boards and committees, those active in the Affiliate Council, and those supported by Building a Lasting Legacy funds) have increased opportunities for enhancing their levels of knowledge and activity in the area of public policy.

- NAEYC expands the opportunities it provides for building awareness and knowledge of public policy by all levels of leaders in the Association and its Affiliates.

**Benchmark 6:** NAEYC will increase its participation in or, as appropriate, serve as the convener of, initiatives that have the potential to bring greater cohesiveness across the field, especially in the interest of reconciling various perspectives (for example, those related to evidence-based best practice, developmental continuity, qualifications of caregivers/teachers, sponsorship/governance/funding, assessment/accountability, program and child outcome standards).

- NAEYC has reinforced its role as an active participant in efforts to bring together the various perspectives, roles, and sectors of the field.
- NAEYC has reinforced and extended its role as a convener in bringing together the various perspectives, roles, and sectors of the field.

## Goal 2

**NAEYC has aligned its standards for early childhood programs, practices, and professional preparation with its policy stances. NAEYC has made significant progress toward evaluating the extent to which its aligned standards lead to improvements in children's development and learning.**

**Benchmark 1:** NAEYC has clearly defined the range of its standards, frameworks, and position and policy statements and how they support each other to fulfill its mission.

**Benchmark 2:** NAEYC explicitly displays these alignments internally in easily accessible formats.

**Benchmark 3:** NAEYC makes available beyond headquarters staff (that is, staff of Affiliates, members, policy-making bodies, and the field at large) the alignments of our work for transparency and broader use.

**Benchmark 4:** NAEYC has in place systems to document the use of aligned standards by a variety of audiences, such as counting hits on the website and gathering evidence of increased use of our standards in states' quality improvement initiatives including Quality Rating and Improvement Systems (QRIS).

**Benchmark 5:** NAEYC has in place a means of sampling evidence of improvements in policies and professional development opportunities that lead to systemic improvements from among those cohorts of states and/or programs that use our aligned materials.

### Goal 3

**NAEYC demonstrates a strong commitment to continuous improvement with respect to organizational wellness and organizational excellence. NAEYC's commitment to purpose, action, and analysis and feedback is evident in the domains of Diversity and Inclusivity, Governance, Management and Staff Leadership, Facilities, Finance, Human Resources, Programs, and Critical Relationships and Strategic Alliances.**

**Benchmark 1. Diversity and Inclusivity:** NAEYC continually seeks to be enriched by the wisdom of diversity and to become an ever higher performing and inclusive organization (HPIO). These are historically important core values of the Association.

- The demographics of NAEYC members, leaders, and staff are compared with U.S. demographic data.
- The demographics of NAEYC members, leaders, and staff are consistent with the demographics of those working with young children birth through age 8 across the various auspices and settings in the early childhood field to within +/- 10%.
- NAEYC's Governing Board, appointed and Affiliate leaders, and staff indicate high satisfaction with the extent of NAEYC's inclusivity, including the diversity of its membership and leadership, its policies that welcome and facilitate open dialog among those with different points of view, and receptivity to including within the organization and its leadership persons and perspectives that are widely diverse.
- NAEYC intentionally appoints advisory groups, panels, and so on, consistent with HPIO principles.
- NAEYC always seeks input from a diverse community, representative of a wide range of perspectives, in the development of position statements and other key Association positions.

**Benchmark 2. Governance:** NAEYC's Board defines the organization's mission, actively sets policies that guide the work of the organization, provides overall leadership and strategic direction to the organization, ensures that the organization has adequate resources to carry out its mission, and evaluates its own effectiveness.

- NAEYC's leadership is transparent and ethical in conducting the business of the Association.
- 100% of NAEYC board and staff have signed both confidentiality and conflicts of interest statements.
- 100% of Board and staff have signed statements of agreement to adhere to the Association's code of ethics.
- Minutes from all NAEYC Board meetings are posted on the Association website.
- 100% of NAEYC Board members participate in an orientation to the Board and to the organization at the beginning of their term of office.
- 100% of Board members receive training in NAEYC's budget and fiscal reporting documents and on their role in providing fiscal oversight and regarding their roles and responsibilities.
- At least 90% of annual Board self-evaluations indicate that Board discussions focused on the organization's mission, vision, goals, budget and finances, annual priorities, and policies; Board and staff discussions focused on critical issues facing the Association and the field; Board members felt they had an opportunity to actively participate in Board and committee discussions and decisions; and Board members felt that they were treated with respect by staff and fellow Board members.
- 100% of NAEYC Board contributes annually to the organization's fund development efforts.
- The Board of Directors annually evaluates the performance of the Executive Director.
- The Board of Directors sets the annual compensation of the Executive Director.

### Goal 3 (continued)

#### **Benchmark 3. Management and Staff Leadership:**

NAEYC's staff and programs are led by capable administrators and staff team leaders.

- NAEYC has skilled, experienced individuals in key management and staff positions. 80% of vacancies are filled with qualified individuals within 60 days of public posting of the position.
- 80% of staff report having the orientation training and ongoing professional development and training they need to do their jobs.
- The Executive Director and leadership staff conduct an annual review of NAEYC's organizational structure to assess the effectiveness of the current structure in meeting the needs of the organization, its programs, and its customers.
- NAEYC has well-functioning data management systems.
- NAEYC is "customer-centric" in that the Association meets the needs of the membership and the field.
- A customer evaluation plan is in place for all major program areas.
- Customer evaluations indicate at least 80% of customers within the major program areas indicate satisfaction with the services provided.
- Any identified areas of significant deficiency are reviewed by staff, and a program improvement plan is developed and implemented.

**Benchmark 4. Facilities:** NAEYC operates and uses facilities that provide appropriate settings to meet its programmatic needs.

- 80% of staff, tenants, facility users, and conference participants indicate that the NAEYC headquarters facility and sites used for NAEYC programs are comfortable, accessible, environmentally friendly, professional, and well equipped to meet their needs or the needs of the Association.

**Benchmark 5. Finance:** NAEYC is a fiscally strong and healthy organization.

- NAEYC has financial reserves, in accord with NAEYC reserve fund policies, in case of unexpected financial need and to capitalize new projects and initiatives.
- NAEYC's reserve fund policy is reviewed annually by the Finance and Fund Development Committee.
- NAEYC's Finance and Fund Development Committee and Governing Board regularly review and respond to the fiscal condition of the Association.
- NAEYC has adequate and appropriate insurance to guard against unexpected loss.
- All members of the Finance and Fund Development Committee have strong backgrounds in financial management and fiscal oversight.
- NAEYC's annual audit indicates no significant internal control deficiencies.
- NAEYC has well-trained, experienced staff to assist in the management of its finances.

**Benchmark 6. Human Resources:** NAEYC has staff at the executive and managerial levels to effectively lead the organization and both manage and operate the Association's programs, activities, and initiatives.

- NAEYC operates a well-functioning Office of Human Resources (HR) as indicated by an 80% satisfaction rate among staff.
- NAEYC has skilled, experienced individuals in staff positions such that 80% of vacancies are filled with qualified individuals within 60 days of public posting of the position.
- 80% of staff report having the orientation training and ongoing professional development and training they need to do their jobs.
- NAEYC's staff compensation is market competitive.
- 80% of staff performance appraisals indicate that staff perform at a high level.

### Goal 3 (continued)

**Benchmark 7. Programs:** NAEYC has programs, activities, initiatives, and services that meet the needs of the NAEYC membership and the field of early childhood education.

- NAEYC regularly (at least every three years) evaluates its major programs, activities, initiatives, and services to assure that they remain valuable and useful.
- All of NAEYC’s major programs, activities, initiatives, and services are aligned with the mission of the Association.
- All of NAEYC’s major programs, activities, initiatives, and services are either evidence-based or have demonstrated measurable positive outcomes and reflect current theories and best practices.
- NAEYC staff annually review the resources that are devoted to NAEYC’s major programs, activities, initiatives, and services to assure that they are sufficiently resourced and well managed.

**Benchmark 8. Critical Relationships and Strategic Alliances:** NAEYC maintains strong positive relationships with its members, Affiliates, and key national and international organizations whose work is strategic and aligned with the Association’s mission.

- NAEYC assesses the needs of its membership and its Affiliates and positions the Association to deliver effective services and meet both current and projected needs.
- NAEYC Affiliates report that NAEYC services are effective.
- NAEYC has built positive, continuous, and collaborative relationships with key national and international organizations.

### Goal 4

**NAEYC is a model of diverse leadership and leadership development.**

**Benchmark 1:** NAEYC has tapped into existing research on leadership, as well as the existing Association information and analyses. The purpose of this activity is to “map the field of leadership” within the Association and the profession, incorporating many sources of evidence such as HPIO and Organizational Wellness principles and benchmarks from all Board committees.

- HPIO principles are clearly evident in the work of the Board and the Association.
- An inventory of leadership activities from across the Association is developed, with an assessment of the degree of success of specific activities.
- Working definitions of *leadership* and *leadership development* have been created and are revisited annually.
- Information is available on trends and gaps in Association leadership opportunities.

**Benchmark 2:** NAEYC is establishing well-defined, multifaceted leadership pathways with defined entry points and opportunities; pathways to leadership are explicit.

- Clearly defined guides to leadership pathways across the Association are developed. The pathways should address where, when, how, and why these leadership opportunities exist.
- A set of principles for leadership is developed based on the key qualities of effective Governing Board members.

## Goal 4 (continued)

**Benchmark 3:** NAEYC understands and has embraced the ideals and perspectives of emerging leaders in early childhood by creating an approach to sustainable leadership and leadership development. This includes addressing issues of access for, recruitment of, retention of, and compensation for emerging leaders.

- NAEYC and its Affiliates will have a plan in place for the recruitment and retention of emerging leaders.
- 60% of NAEYC State Affiliates have a succession plan for executive directors and a recruitment plan for State Affiliate Boards by 2012 or as otherwise recommended by the Affiliate Council.

**Benchmark 4:** NAEYC has identified and articulated the various barriers to leadership development, including, but not limited to, issues of diversity and equity and power dynamics within the field.

- A national survey is conducted every two years, which includes members currently serving in identified leadership roles and those members who have yet to serve, identifying existing barriers to leadership.
- An Associationwide self-study process is developed and ready for implementation that identifies and articulates the barriers to leadership development by 2012.
- The Board Development Committee annually reviews and reports on existing data as to the diverse composition of the NAEYC Governing Board, NAEYC Committees, Affiliate Council, Council for NAEYC Accreditation, and state and local Affiliate leadership.

## Goal 5

NAEYC has a “connected network” of 250,000 people; alliances with other organizations enhance this network. (Connections include membership, purchase of publications, conference attendance, registration on the NAEYC website, service on AEYC boards or committees, or use of other touch points with NAEYC.)

**Benchmark 1:** NAEYC has developed and implemented improved systems for gathering data about consumer satisfaction with those who connect with NAEYC in various ways, including through electronic linkages, members, and families enrolled in NAEYC-accredited programs; NAEYC uses these data to improve and develop relevant products and services.

- Improved data-gathering systems are in place to track membership, outreach, and engagement.
- NAEYC has a tracking system to look more carefully at the demographics of NAEYC members.
- NAEYC has data on characteristics of those using various touch points, considering the age of child served; whether the connected individual is an early childhood professional, parent, or community advocate; and that person’s race and ethnicity, state, and age. NAEYC has data that compares the characteristics of connected individuals with members and considers it relative to information about growth and change in membership.

**Benchmark 2:** NAEYC has a program in place that connects and promotes membership to students and faculty at two- and four-year institutions.

- The number of students and faculty connecting with NAEYC increases.
- The number of institutions with student clubs increases.
- The number of students and faculty attending conferences and doing other activities with the “connected network” increases.
- Board policies and procedures are in place to promote growth of student members and connected individuals.

## Goal 5 (continued)

**Benchmark 3:** NAEYC is actively involved with the Affiliate network in joint marketing and messaging campaigns.

- A joint National/Affiliate campaign has been developed and continues to be maintained.
- Systems are in place that gather and respond to Affiliate input.

**Benchmark 4:** NAEYC considers a special type of introductory membership or e-linkage for staff and families in NAEYC-accredited programs for children and for faculty and students in NAEYC-accredited or recognized early childhood professional preparation programs that encourages their full participation as members.

- Possible options for this type of linkage are explored with a market analysis addressing implications for membership.
- Input from accredited programs is being sought.
- A model is in place to provide this special type of membership/e-linkage (such as a state connection model).

**Benchmark 5:** NAEYC is forming and strengthening alliances with other organizations and state agencies/entities resulting in increased connections with individuals; these alliances could include those with state QRIS and other state entities.

- There is an increase in number of alliances each year.
- A strategic and intentional outreach campaign (coordinated and aligned with the workplans of the Workforce and Policy committees) for membership with all partnerships and alliances is in place.
- There are separate measures for state and national partners.
- Stronger linkage between our alliances and our connected members are created by examining such areas as their participation in NAEYC events, purchase of products/services, and so on.
- New products/services are marketed to and with new partners.

**Benchmark 6:** NAEYC is expanding alliances with other countries, international organizations, and international events, resulting in a more global perspective and increased connections with the international community; these expanded alliances could include e-linkages, shared resources, and increased opportunities for professional development.

- A report documents alliance building within the international community.
- The findings of this report are used to determine next steps.
- A report on the status of the Global Alliance documents the extent to which individual members of Global Alliance partner organizations utilize NAEYC services.
- NAEYC's digital and virtual presence is increased in the international community.

## Goal 6

**NAEYC promotes the expanded development of the professional status of individuals in the various roles represented in the early childhood field through ongoing professional development, professional certification/licensure systems, and equitable compensation.**

**Benchmark 1:** Working in collaboration with other stakeholders, NAEYC's professional development initiatives are focused on increasing (1) access to information about evidence-based practice; (2) professionalism; (3) professional status; and (4) equitable compensation of individuals working across the complex of roles, sectors, settings, and age levels within the early childhood field.

- NAEYC uses its professional preparation standards, state policy blueprint, and related position statements to influence the development of state and national preparation expectations for early childhood educators (serving children birth through 8), professional preparation and development programs, and state professional development systems.

## Goal 6 (continued)

- NAEYC uses its professional preparation standards to influence practitioner assessment in the development of registries, QRIS, and other systems used to assess the knowledge and skills of practitioners.
- NAEYC uses its communications venues (such as publications, position statements, conferences) and scope of influence to promote professionalism, professional status, and equitable compensation.

**Benchmark 2:** NAEYC will strengthen collaboration with higher education to improve the competence of practitioners across sectors and age levels and promote professionalism, professional status, and equitable compensation.

- NAEYC has reinforced and extended the Association's role as a convener to strengthen ties between higher education and allied partners and emergent research on effective professional preparation.
- NAEYC has expanded accreditation and recognition of professional preparation programs.

**Benchmark 3:** NAEYC has collaborated with its Affiliates and influenced the development of birth through 8 cross-sector professional development (PD) systems across the states.

- NAEYC supports and provides resources to increase engagement of state affiliates in state PD systems work.

**Benchmark 4:** NAEYC has a cross-sector framework for role, function, and core competencies for professional development specialists.

- NAEYC has completed cross-sector definitions of roles and functions for professional development specialists in collaboration with relevant partners.
- NAEYC has completed delineation of cross-sector core competencies for professional development specialists in collaboration with relevant partners.

**Benchmark 5:** NAEYC, in collaboration with Affiliates, has increased access to and participation in high-quality professional development offerings across sectors and age levels of children served for individuals and programs using all available methodologies and technology.

- NAEYC develops resources and conducts learning events for professional development specialists and direct-service providers, using face-to-face and technology-based methods, aligned with NAEYC's professional-development-related position statements and the continuing education/training (CE/T) Standard of the International Association for Continuing Education and Training (IACET).
- NAEYC has influenced the scope and development of quality professional development in cooperation with Affiliates, allied organizations, federal and state partners by (1) acting as a model of access, quality, and integration of NAEYC standards and position statements and (2) convening meetings, joint learning events, and other opportunities to promote other organizations' alignment with NAEYC position statements and professional development offerings.

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