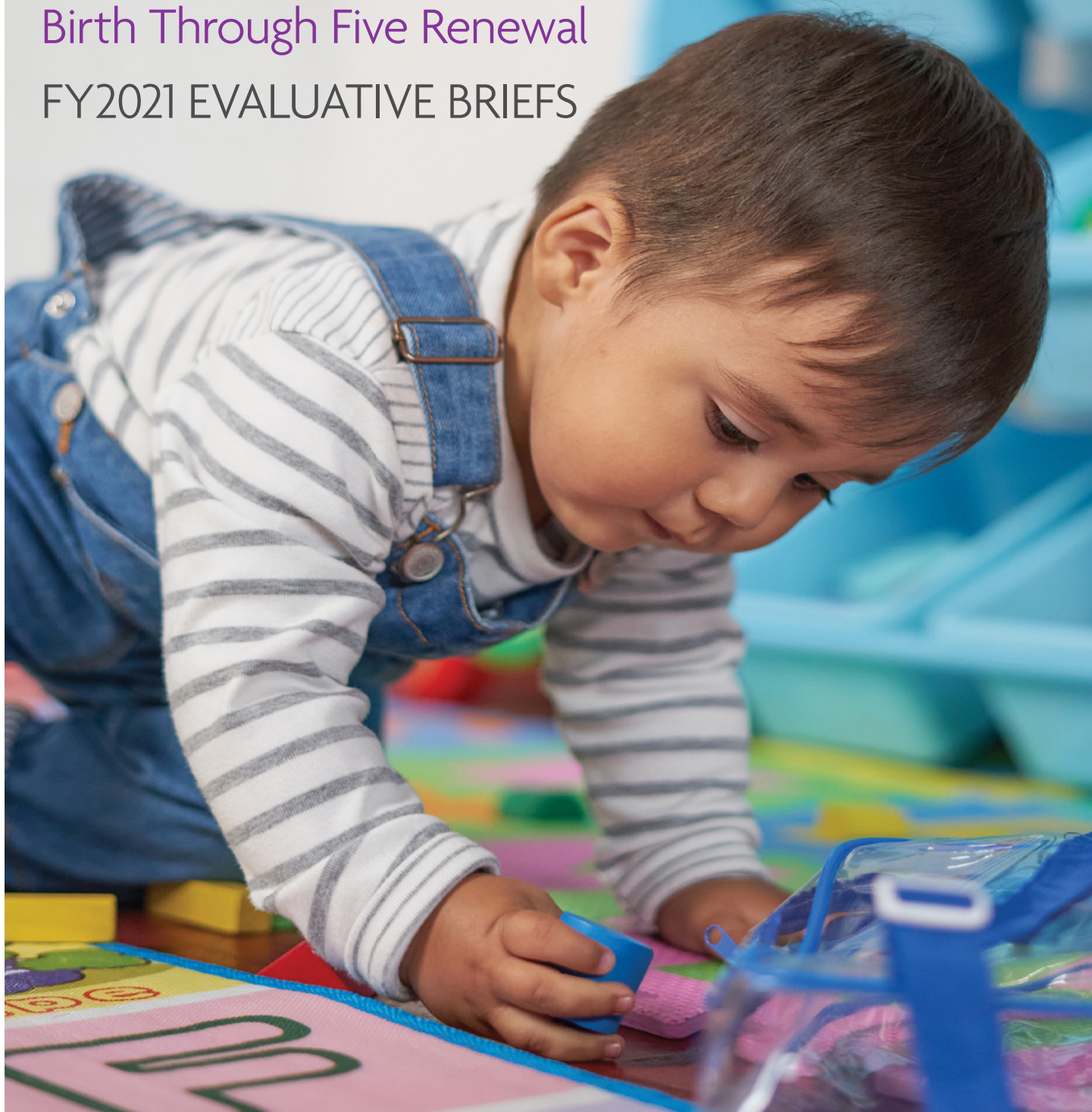


Washington's Preschool
Development Grant
Birth Through Five Renewal
FY2021 EVALUATIVE BRIEFS



Washington State Department of
CHILDREN, YOUTH & FAMILIES



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Acknowledgements

Tribal Partners

Washington's Preschool Development Grant Renewal Birth through Five (PDG-R B-5) is carried out on the ancestral and occupied lands of Washington's tribal nations. The PDG-R B-5 evaluation team honors the sovereign lands and traditions kept by each nation since time immemorial.

Impacts of COVID-19

Washington's children, families, and providers were all substantially impacted by the global COVID-19 pandemic. For PDG-R B-5 projects, this was realized through temporary closures of hundreds of child care programs, project redesign to support and evaluate virtual service delivery, numerous technology and communication infrastructure investments, developing and following protective measures, and the continued unwavering commitment to Washington's children and families by DCYF staff at all levels. In turn, PDG-R B-5 projects responded and continue to respond to emergent needs. By expanding access to affordable and high-quality care, recovery of the early learning business sector, and implementing healing-centered projects, the work of PDG-R B-5 teams provided a wide reaching network of support to confront these challenging times.

The contents of this brief and the projects described were supported by the Preschool Development Grant Birth through Five Initiative (PDG-R B-5), Grant Number 90TP0069, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.



Introduction

The Washington State Department of Children, Youth, and Families (DCYF) was awarded the federal Preschool Development Grant Renewal Birth through Five (PDG-R B-5) in 2019 from the U.S. Department of Health and Human Services, Administration for Children and Families, and the Department of Education. For more information, go to www.dcyf.wa.gov/about/government-affairs/pdg. This evaluative brief highlights progress in FY2021. It is written in collaboration with PDG-R B-5 project teams and from the perspective of the PDG-R B-5 evaluation team, which is housed in DCYF's Office of Innovation, Alignment, and Accountability (OIAA).

The FY2021 evaluative briefs seek to describe each project, their progress toward implementation, and potential impacts demonstrated in FY2021. Cross-project themes include coordination of services, meeting basic needs and safety through early learning as a core prevention strategy, continued efforts to access and serve vulnerable populations, centering equity and justice for a range of project stakeholders, and project flexibility in unprecedented times.

In FY2021, DCYF's OIAA received PDG-R B-5 funding in three areas: Digital Innovation, Data Governance, and Evaluation. The Digital Innovation team manages OIAA's integration of DCYF data systems for reporting purposes and builds interactive dashboards to support data-informed decision-making. For more information, go to www.dcyf.wa.gov/practice/oiaa/reports/early-learning-dashboards/child-care-need-supply-data. The Data Governance team manages external data sharing with DCYF partners, IRB reviews, and data privacy and security protocols. The Evaluation team collects, analyzes, and reports data on grant projects and activities as outlined in the PDG-R B-5 Program Performance Evaluation Plan (PEPP), submitted to PDG-R B-5 federal partners in July 2021. The evaluation team relies on a set of foundational practices and methodologies to “tell the story” of how PDG-R B-5 project teams implemented their projects and activities to support Washington's children and families. This includes using process and formative evaluation methodologies to build relationships, measure continuous quality improvement, communicate value, and situate PDG-R B-5 project teams within the larger context of Washington's Early Learning Mixed Delivery System (MDS).

An early learning MDS is a system of Birth-5 programs, providers, and settings. These are supported by a combination of local, state, federal, and private funding sources. DCYF was provided a unique opportunity with federal PDG-R B-5 funding to implement several projects, initiatives, and supports that were identified with Preschool Development Initial Grant funding in the development of:

- Washington's Statewide Needs Assessment (2020)
www.dcyf.wa.gov/sites/default/files/pdf/2020StatewideNeedsAssessment.pdf
- Statewide Early Learning Coordination Plan (2021)
www.dcyf.wa.gov/sites/default/files/pdf/pdg-GoalsStrats-ELCoordPlan.pdf

The Needs Assessment was informed by available administrative data, 700 returned surveys, and meetings with 1,500 people from across the state. This information was leveraged to develop Washington's Statewide Early Learning Coordination Plan, which includes goals and strategies to reach a shared vision for coordination among early learning system partners. The vision of the Early Learning Coordination Plan is to apply the goals and strategies, which were co-created with a large and diverse group of community partners, to support strong families, culturally relevant learning practices, and services and supports that lead to racial equity and the well-being of all children and families. PDG-R B-5 evaluation activities report on project progress toward implementation, as highlighted in these FY2021 evaluative briefs. Systems-level progress, including progress toward the goals and strategies described in the Early Learning Coordination Plan, will be highlighted in the forthcoming FY2022 evaluative briefs.

Preschool Development Renewal Grant B-5 Funded Project Descriptions

Child Welfare Early Learning Navigators (CWELN)

Early learning referrals made to regional families of birth to 5-year-old children with involvement in the child welfare system.

Help Me Grow (HMG)

Connecting families with young children to support services through a statewide resource and referral linkage system.

Early Connections Play and Learn (ECPL)

Trained early learning specialists provide small groups of families and caregivers fun and educational activities, referrals for formal early learning, and developmental screening for young children in coordination with local DSHS community service offices (CSO).

Strengthening Early Learning Transitions (EL Transitions)

Collaborative, cross-organizational approaches to effective transitions to create continuity in children's growth and development and their relationships from birth into school and beyond. Approaches support successful transitions by including the child, family, early care and education providers, pre-K and school district staff, and the larger community.

Shared Services Hubs

A collaborative, responsive, and equity-minded shared resources hub led by providers that serves licensed center and family home early learning programs in Washington State.

Infant Early Childhood Mental Health Consultations (IECMH-C)

Partnerships between qualified mental health consultants (MHC) and child care providers to enhance providers' capacity to support the social-emotional development of infants and young children.

Inclusion Practices: Trauma-Informed Care and The Pyramid Model

Coaching and training to better support early learning providers in responding to the needs of children with complex behaviors, disabilities, and other challenges known to disrupt healthy development and school readiness.

Early ECEAP

Early ECEAP (Early Childhood Education and Assistance Program) is a comprehensive services model which supports low income families with children birth to 3 years with full day, full year child care by addressing child development, healthy and resilient parenting, and child health. It includes the Mobility Mentoring® approach to bolster family resilience. DCYF is also exploring the integration of therapeutic services for infants and toddlers who've experience trauma, through an ECLIPSE pilot in the Early ECEAP setting.

Mobility Mentoring®

A national model used as the foundation for ECEAP and Early ECEAP's family support staff to engage families and cultivate conversations around asset building and resources navigation. For more information, go to www.empathways.org/approach/mobility-mentoring.

Early Childhood Intervention Prevention Services (ECLIPSE)

A trauma-informed, center-based intervention and prevention service for families with young children who have experienced substantial trauma.

Washington Communities for Children (WCFC)

An early childhood network: Connecting local and statewide efforts to improve the well-being of children, families, and communities across Washington.

Child Welfare Early Learning Navigators (CWELN)

Early learning referrals made to regional families of birth to 5-year-old children with involvement in the child welfare system.

In July 2021,¹ CWELN:



Conducted **6,020** early learning needs assessments from pilot to date for child-welfare involved families



Supported **48%** of those children and families to meet their unique early learning needs



Offered services in **100** zip codes across Washington State

Why CWELN?

For a child welfare-involved family to connect to early learning services, the family has to proactively ask for services – researching services, initiating contact with the provider, and navigating the enrollment process on their own. This means that many eligible families miss the opportunity to benefit from early learning services.

What do CWELNs do?

The navigators – who have expertise in both the child welfare and early learning systems – address this service referral gap by working alongside families and social service specialists to ensure interested families successfully start in services. The navigator proactively identifies and reaches out to eligible families, assesses early learning needs, and then matches them with a service in their community with a focus on services with a wrap-around component.

1. Washington State Department of Children, Youth, and Families. (2021). CWELN Quarterly Referral Dashboard. Retrieved July, 2021.

How has this project deepened connections between child welfare and early learning?

Child Welfare

Early Learning

CWELN

From the pilot start in January 2019 to July 2021, there was a **61% increase** in the number of child welfare-involved families who had their early learning needs met.

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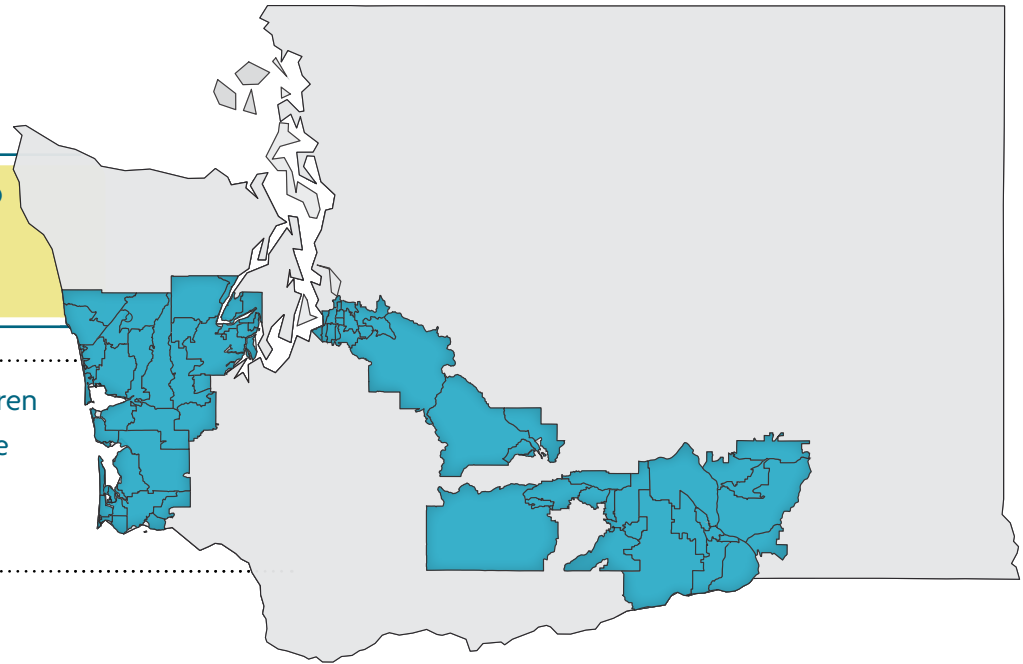
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A

Where does CWELN provide support?

The map depicts every zip code served by a CWELN from pilot to July 2021.



Families and their birth-5 children involved in child welfare will be served by **navigators in more locations in 2022.**

Successes

- ✓ PDG-R B-5 funding supported hiring a project coordinator and two additional navigators
- ✓ Visual dashboard developed to share project's quarterly progress
- ✓ Developed and disseminated *DCYF CWELN Conversation Guide and Matrix of Early Learning Support* to provide resources to out-of-pilot areas
- ✓ Increased visibility to administrative leadership, which led to being named in Governor's proposed budget

Challenges	Actions and Next Steps
No funding identified to bring CWELN to scale statewide due to inflexible spending system	➤ Identify new funding streams
Data system insufficient to answer systems-level research questions	➤ Navigators to determine data collection requirements in future child welfare data system
Family experiences following early learning referrals are limited/difficult to track due to information barriers	➤ Child welfare-involved family interviews planned for spring 2022 as component of ongoing project evaluation ➤ Automation of data collection and development of best practices and protocols outside agency for follow-up
Insufficient engagement of tribal families	➤ Tribal-focused navigator position established and filled in late 2021
Limited resources and support for engaging culturally and linguistically diverse families	➤ Maximizing existing internal contracts , for example, translating CWELN services into six most represented family languages to improve connection of families to their community's early learning resources

Help Me Grow (HMG)

Connecting families with young children to support services through a statewide resource and referral linkage system.

HMG is a national resource referral model that has been implemented in more than 30 states. For more information on HMG, go to <https://helpmegrownational.org/>.

Core components in the national model include: Child Health Care Provider Outreach, Family and Community Outreach, Coordinated Access Points (CAP) where families can access services, and a Data Collection and Analysis System. HMG Washington tailored the model to include two additional components: Equity, and Policy and Advocacy.



Child Health Care Provider Outreach



Data Collection and Analysis



Family and Community Outreach



Equity



Coordinated Access Point



Policy and Advocacy

Together, these components create a community-driven framework designed to build a system of community resources to help children and families thrive. In 2021, HMG focused on establishing communication channels between communities and the state affiliate, the statewide CAP, and HMG state action teams to ensure that the state work is grounded in community and that the regional work is connected to a larger cohesive system.

HMG JULY 2020-2021 METRICS

HMG produced two brief reports in 2020 and 2021 highlighting their range of work, performed with the support of a variety of funding sources:

- 2020: https://helpmegrowwa.org/wp-content/uploads/2021/03/HMG.WA_.Data_.Brief_English.pdf
- 2021: https://withinreachwa.org/wp-content/uploads/2021/11/HMG.WA_.Data_.Brief_Mid2021_English.pdf

From July 2020-2021:



14,142 Requests received for support and referrals across 10 regions



Two times the number of calls at the peak of the COVID-19 pandemic



53% of referrals related to basic needs (e.g., food)



62% HMG clients identified their race/ethnicity as Black, Indigenous, and/or person of color



484,170 diapers distributed by HMG Diaper Bank

HMG Coordination for Families Across Washington State

HMG serves families statewide while leveraging regional expertise through a network of regional CAPs. CAPs serve as the primary connection points for families to access information about services and resources. The five CAP sub-affiliates are located in:

1. **King County**
2. **Pierce County**
3. **Central Washington** (Yakima and Kittitas Counties)
4. **Skagit County**
5. **Northwest Early Learning Coalition** (Island, San Juan, Skagit, Snohomish, and Whatcom Counties)



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B

Strategically Building the HMG Infrastructure

One Call To Access 6,000+ Programs and Services



Step 1

Contact HMG



Step 2

Care Coordinators will listen to your concerns and find appropriate resources



Step 3

You'll be supported in a variety of ways, from local services to food, health, and parenting resources



Step 4

A Care Coordinator will follow up to ensure the resources worked for you

COMMUNITY-INFORMED DESIGN

In 2020, DCYF interviewed cross-sector stakeholders to design a statewide infrastructure that supports and integrates with local communities' HMG systems. Technology needs were accounted for in the design of two coordinated, technology-driven functions:

- A shared resource directory of the services available at the community and state level.
- A client management system that allows coordinators to offer and track referrals made to families. Eventually, providers will be able to input information about families as they receive services and families can identify their status for receiving services.

Current Partnerships and Future Growth



Paid Family and Medical Leave

- 2021: HMG and WA Employment Security Department cross-train staff and implement collaborative promotion strategies.
- 2022: Families are seamlessly connected to HMG resource navigators while enrolling in paid leave.



Universal Developmental Screening

- 2021: The WA Department of Health's Universal Developmental Screening (UDS) system is built, with design input from HMG.
- 2022: HMG connects birth-5 children and their families to supports.



TANF Home Visiting

- 2021: HMG connects families enrolled in Temporary Assistance for Needy Families (TANF) to home visiting or other parenting programs with a closed-loop referral in three regions, in partnership with WA DSHS.
- 2022: WA DSHS explores statewide expansion.



Plan of Safe Care

- 2021: HMG provides care coordination to families with infants exposed to substances prenatally when they do not meet the criteria for child welfare intervention in pilot sites, in partnership with DCYF.
- 2022: Plan of Safe Care is implemented statewide.

FUNDING THE FUTURE

- ✓ **Success:** Numerous braided funding sources represent wide support for state and regional HMG
- ✓ **Challenge:** Lack of long-term, secure funding weakens security for intensive community expansion
- ✓ **Needs:** Consistent, reliable funding source needed if HMG is to effectively expand statewide

Early Connections Play and Learn (ECPL)

Trained early learning specialists provide small groups of families and caregivers fun and educational activities, referrals for formal early learning, and developmental screening for young children in coordination with Department of Social and Health Services (DSHS) community service offices (CSO).

What is Play and Learn?

Groups held in a community space where young children can experience early learning opportunities and peer play while their families learn about child development and local resources.

What is the model for ECPL?



ECPL is modeled after Kaleidoscope Play and Learn groups, which take place in community settings for children receiving Family, Friend, and Neighbor (FFN) care, as well as for caregivers whose young children are not enrolled in formal early learning programs. These groups meet in community spaces such as libraries and community centers. For more information, go to www.childcare.org/ckfinder/userfiles/files/Kaleidoscope_Play_%26_Learn_Description.pdf.

What makes ECPL different?



To meet community need, DCYF collaborated with Child Care Aware of Washington (CCA of WA) to pilot the ECPL groups in DSHS CSOs, predominantly serving caregivers who access services and benefits through CSO offices. ECPL can provide additional resources to support a family's basic needs and child's developmental screenings. For more information, go to <https://catholiccharitiescw.org/index.php?p=services/early-learning-and-child-care/child-care-aware>.

Which communities are served by ECPL?






Five rural locations are served in Eastern and Central Washington.

Services are designed for families accessing services and benefits through the support of CSO caseworkers.

Groups are supported by **highly-skilled, bilingual, and responsive early learning specialists** who are qualified to coordinate wrap-around services for families.

COVID-19 RESPONSE: MEETING RURAL COMMUNITY NEEDS IN VIRTUAL SPACES

In 2019, ECPL was offered exclusively in CSOs. This provided a safe, accessible, convenient, and fun in-office space for families to wait for appointments. In 2020, when CSOs were closed to clients, ECPL pivoted to a virtual space. From July 2020 to June 2021¹ virtual ECPL developed:

Design considerations	Served
Virtual programming with live components, including a YouTube channel with mailed activity kits, virtual live story times, and phone-based developmental screenings in English or Spanish.	 767 Children Served by ECPL 430+ Caregiver Attendance  253 Virtual Group Attendance
For families without internet access, ¹ a staffed text and talk line was added for real time conversations in English and Spanish. DSHS caseworkers included a flyer about ECPL and the talk/text line with EBT and WorkFirst client mailings.	 51,500 Text Messages Exchanged

1. Child Care Aware of Washington (2021). CCA Early Connections *Play and Learn PDG B5 Annual Report Quarter 4 FY20/21*. Retrieved August, 2021.

1. For Washington families earning \$20,000 or less a year, 40% did not have internet subscriptions, according to U.S. Census data from 2013-2017.

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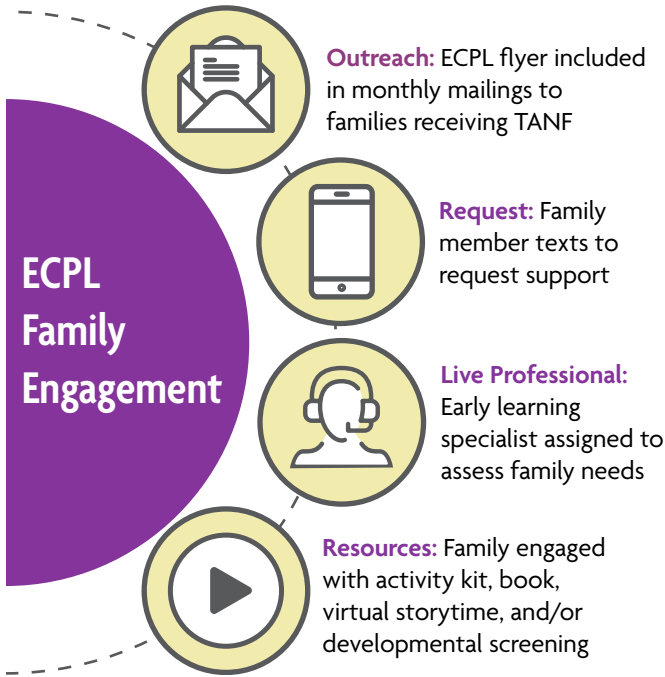
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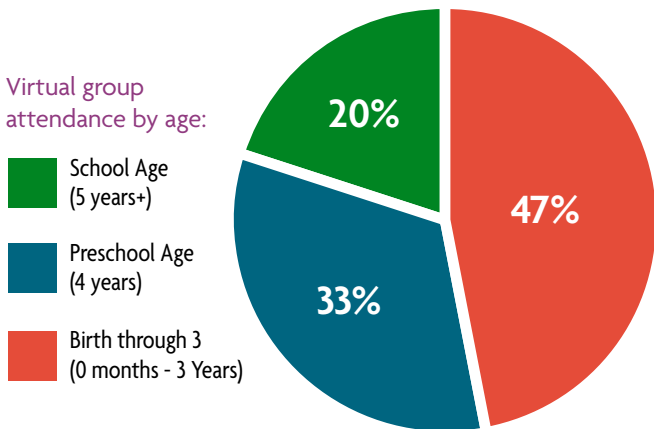
C

How do families access resources?



Who benefits from Early Connections Play and Learn?

Designed for children birth to 3 years, ECPL expanded to serve a wider range of children, including kindergarten-3rd grade, in response to COVID-19 related school closures.



In FY2021, parent surveys conducted by CCA of WA revealed:

- **96.5%** would refer a friend or family to ECPL
- **65%** percent of English and Spanish speaking families prefer text messaging communication
- **25%** of parents requested developmental screenings

Successes

- ✓ 700 families across five CSOs connected with ECPL through DSHS caseworkers and managers
- ✓ Staffed text/talk line, video story-time, and activities made possible by leveraging technology expertise
- ✓ Developmental screenings and referrals reach families outside of formal early learning settings; inspired by previous Project Launch investments
- ✓ Video production and data reports produced through previous Early Achievers investments
- ✓ Training materials and coursework for early learning specialists developed in anticipation of ECPL model expansion

Systemic Challenges	Next Steps
Response from the CSOs and families has been overwhelmingly positive, but services cannot be expanded due to lack of sufficient funding.	Expand to new CSO location with additional funding from partner agency.
In-person services cannot be offered until CSOs re-open.	Preparing with partner agency to plan for return to in-person ECPL services as DSHS re-opens offices.
A digital divide in rural Washington that prevents access and isolates families from engaging with online resources.	Continue to build relationships with additional CSO managers in anticipation of expansion and engagement of more families.

Strengthening Early Learning Transitions

Collaborative, cross-organizational approaches to effective transitions to create continuity in children's growth and development and their relationships from birth into school and beyond. Approaches support successful transitions by including the child, family, early care and education providers, pre-K and school district staff, and the larger community.

DCYF and the Office of Superintendent of Public Instruction (OSPI): Supporting Two Approaches to Support Effective Transitions



Washington Office of Superintendent of
PUBLIC INSTRUCTION

100 Schools Reach Initiative

The 100 Schools Initiative, a national initiative, provides grants to reduce the effects of systemic injustice and disproportionality and strengthen effective transitions for children furthest from opportunity. For more information, go to www.dcyf.wa.gov/news/100-schools-initiative-awards.



**11 School District/
Community
Partnerships**
funded in
Washington

"Systems are effective only to the extent that children and families see, hear and experience the benefit. Families deserve a greater role in leading and advocating for their children's well-being. Washington's children deserve more equitable transitions, and the Preschool Development Grant offers a valuable window to improve accountability in our systems."

- 100 Schools Report. March 2021

In March 2021,¹ the 11 selected Washington 100 Schools Community Cohorts reported activities in the following areas, intended to strengthen early learning/K-12 transitions:

- 10 cohorts focused on **professional development**, with 3 of those sites teaming around **collaborative trainings** across K-12, early learning, PTA/PTSA groups, and family collectives
- 8 cohorts focused on **data collection and reporting to stakeholders**
- 5 cohorts explored **accessible and interactive tools** for family communication
- 5 cohorts utilized strategies for **strengthening partnerships and elevating family voice**

1. Washington Office of Superintendent of Public Instruction (2021). *100 Schools Initiative Monthly Reports*. Retrieved March, 2021.

2. Washington Office of Superintendent of Public Instruction (2021). *Transitional Kindergarten: Preschool Development Grant Mini-Grants: Learning and Recommendations*. Retrieved July, 2021.

Transitional Kindergarten

Transitional Kindergarten (TK) is a program which serves 4-year-old children with no access to other high-quality early learning opportunities. Enrolled children are assessed as needing additional preparation before kindergarten.²



- **9 school districts** selected to receive 2021 mini-grant to implement TK programming
- **235 students** served across sites by initial cohort

In FY2021, to support the Pillars of Transitional Kindergarten, which include collaborative efforts that do not adversely impact enrollment in other early learning programs (Pillar V).

- OSPI partnered with DCYF to share family engagement frameworks and build on funds of knowledge to best support families without access to early learning
- 26 educators participated in *Creative Curriculum*[®] training and 27 administrators in *Coaching to Fidelity*[®] to ensure high-quality programming
- 18 district administrators engaged in four TK community of practice sessions to develop effective practices in early learning collaboration and establish a single point of entry through coordinated recruitment and enrollment for families



<https://www.k12.wa.us/student-success/support-programs/early-learning-washington-state/transitional-kindergarten>

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D

Timeline to Transitions: Compelling Cross-Agency Partnerships

2020

- PDG-R B-5 funding brings together transitions leads from DCYF and OSPI to align work streams, expand collaboration, and leverage partnerships.
- 100 Schools Reach, a highly successful initiative through the Office of Head Start, selected as an initial approach to support community-school and birth-5 years/kindergarten-12th grade partnerships.
- Transitions leads review existing workstreams to support opportunities for topical engagement. Collaboration expands with extraordinary support and participation of the Office of Head Start, OSPI's Office of Native Education, Title I Part A/Learning Assistance Program, Migrant Education, Bilingual Education, Early Childhood Special Education, DCYF Inclusion and Trauma Informed Care, and the Washington Association for Head Start and ECEAP.

2021

- TK identified as a pivotal access point to strengthening transitions for underserved families and demonstrated need for inclusive classrooms across Washington.
- Identified a paramount need for systems to incorporate family voice, leadership, and advocacy to support effective transitions. Specific populations of focus include historically marginalized and underserved groups: children with disabilities, children from migrant and immigrant communities, children of Black/African American or Native heritage, among others. Prioritized family voice in the development of a protocol for future listening sessions.

2022

- DCYF and OSPI will offer family voice listening sessions through spring of 2022. Engagement of tribal families is conducted through a culturally-specific contractor.
- Strengthening early learning Transitions to explore an inclusive learning collaboration with the Washington Pyramid Model.
- *0-5 and Beyond Transition* Manual in development.

CHIEF LESCHI ELEMENTARY

Trust and Access

The intergenerational trauma inflicted on Native families is central to the distrust and low uptake of childhood screenings. Before the COVID-19 pandemic, the Puyallup Tribe of Indians staffed screenings with trusted partners, but lost that capacity. Through the 100 Schools Reach partnership, Chief Leschi was connected with the OSPI Office of Native Education, who supported the procurement of Washington State safety gap funding; enough to offer culturally sustaining screening within the tribal community. Twenty-four children received screenings in 2021, while the school gained full access to resources available through both OSPI and ECEAP.

Centering Family

Strengthening early learning transitions benefits all families, but particularly those who are underserved by education systems. In 2021, a family whose four children had limited access to schooling, experienced a great tragedy — the death of their parent and primary caretaker. Living near the Puyallup Tribe of Indians, the children were cared for by an auntie and tribal community member. Chief Leschi's 100 Schools Reach team connected the family to screening within the tribal community and identified needed supports. The family, school, and community together are building effective transitions for children to learn and thrive.

Shared Services Hubs

A collaborative, responsive, and equity-minded shared resources hub led by providers that serves licensed center and family home early learning programs in Washington State.

Shared Services Hubs will be implemented in 2022

The goal of Shared Services is to increase providers' personal and financial well-being, strengthen their business and administrative practices, develop their relationship-based leadership skills, and ensure the care they provide meets families' diverse needs. Before 2022, this work was solely carried out by Child Care Aware of Washington (CCA of WA). To visit their website, go to <https://childcareawarewa.org/>. Looking ahead, The Fair Start for Kids Act (SB 5237) included language for broader support of Shared Services hubs. For more information about SB 5237, go to www.dcyf.wa.gov/about/government-affairs/fair-start-for-kids-act. The Imagine Institute (website: <https://imaginewa.org>) was selected in 2021 to carry out the next phases of work, supported by PDG-R B-5 funding (learn more at www.dcyf.wa.gov/about/government-affairs/pdg) and these FY2021 additional inputs:



10 committee members who are representative across Socio-economic Status (SES), race/ethnicity, geography, and language



40 empathy interviews conducted with ECE educators in 11 counties and in four languages to inform design of Shared Services Hubs

HOW WILL SHARED SERVICES HUBS SUPPORT PROVIDERS IN 2022?

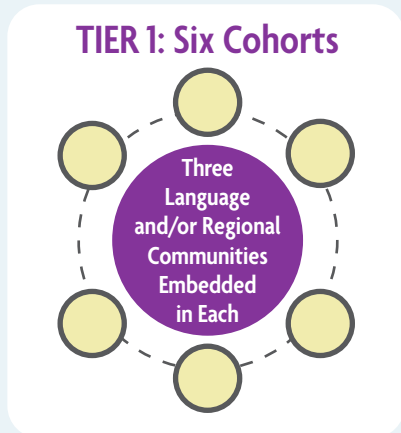
The Shared Services Hub will apply a multi-tiered approach to provide resources to over 1,200 Child Care Center and Family Home Child Care providers statewide.

TIER 1: Critical Business and Administrative Education and Support

210 Providers

Specialist Support Embedded in Each Cohort:

- Business Practices
- Record Keeping and Taxes
- Human Resources
- Subsidy Billing and Attendance
- Early Care and Education Systems and Technology
- Policy: Licensing and Washington Administrative Code (WAC)



TIER 2: Advancing the Field with Business and Administrative Support

1,000 Providers

Multilingual Technical Assistance Sessions:

- Quality Business Education
- Interactive Business and Education Tools
- Marketing Materials
- Buying Power, traditionally only available to larger organizations

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HOW WERE BUSINESS SERVICES OFFERED IN 2021?

Since 2019, CCA of WA (website: <https://childcareawarewa.org/>) has supported trainings and coaching focused on business and administrative supports for early learning and care providers. CCA's *Business of Child Care* is one of the pillars of Shared Services, which includes the hubs and a range of business, administrative, and comprehensive supports.

In the most recently reported quarter (April-June 2021),¹



22 business of Child Care trainings held in English



11 business of Child Care trainings held in Spanish (5) or Spanish-English combined (6)

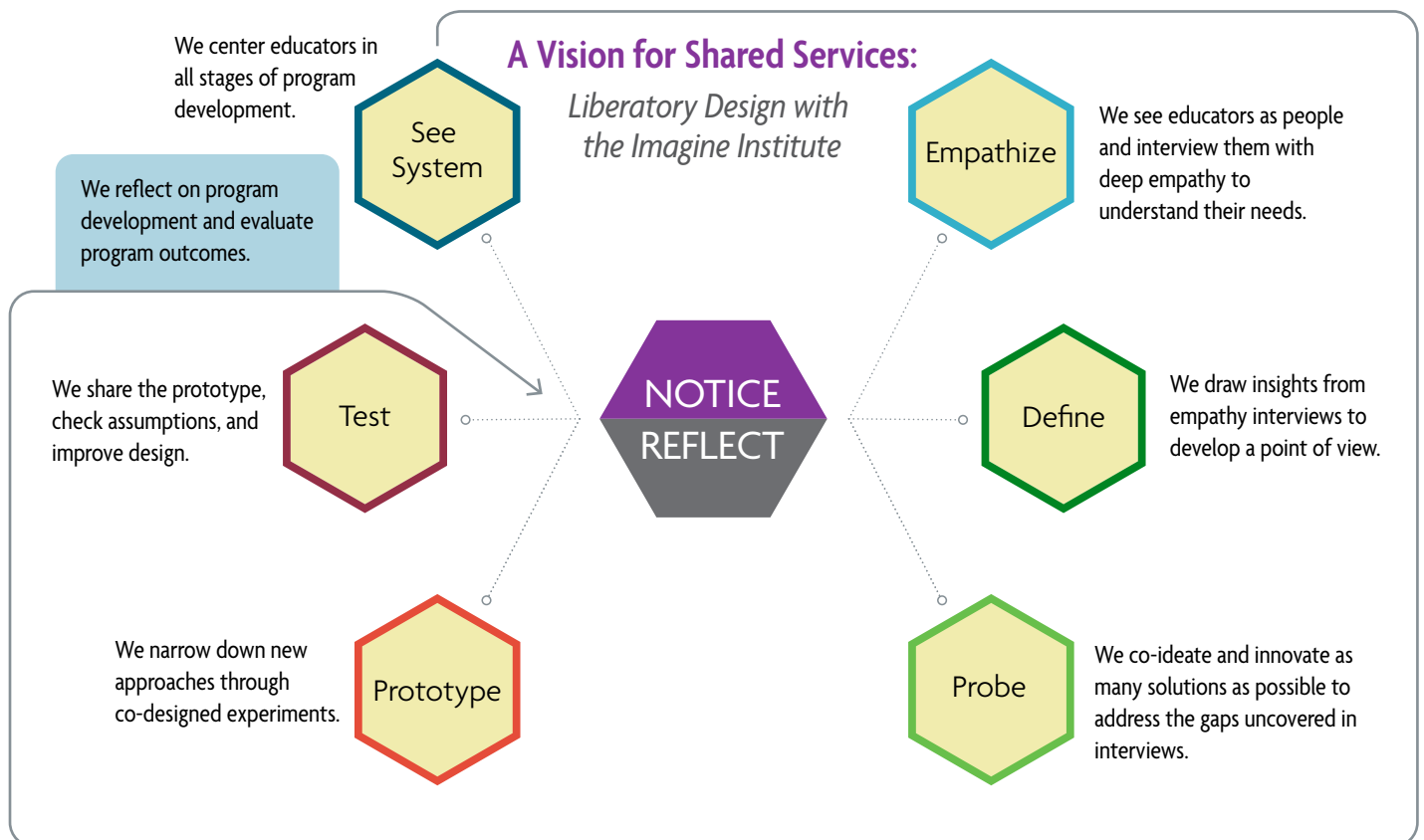


169+ hours of coaching in the Business of Child Care with the highest participation (102 hours) in Central Washington

1. Child Care Aware of Washington (2021). *Shared Services Quarterly Implementation Status Update FY20-21 April – June*. Retrieved December, 2021.

What informed the vision for the 2022 Shared Services Hubs?

The Imagine Institute will employ Liberatory design and human-centered methodology to approach the next phase of design and implementation. The model is aligned to the National Equity Project's 2020 Design Cycle. For more information, go to www.nationalequityproject.org.



Infant and Early Childhood Mental Health Consultation (IECMH-C)

Partnerships between qualified mental health consultants (MHC) and child care providers to enhance providers' capacity to support the social-emotional development of infants and young children.

IECMH-C is an equity-focused and evidence-informed approach intended to:



Reduce disproportionality in preschool expulsions, especially for Black/African American boys



Build caregiver awareness of implicit bias and capacity for understanding children's behavior through a healing-centered lens



Enhance children's social and emotional development

IECMH-C Landscape Analysis

In 2020, DCYF conducted a landscape analysis¹ of self-identified MHCs to better understand access to resources and their professional experiences in early care and education settings. In the table below, quotes in the left-hand column are aligned to existing work streams in DCYF and in CCA of WA.

What We Heard (June 2020)	How it's Aligned to Existing Work	Program Highlight Example
Quotes from MHCs	DCYF plans to...	CCA of WA
<i>"During these times it has become even more important to be there for providers...It seems that the high stress is causing [teachers] to have symptoms of compassion fatigue (burnout). This contributes to less connectedness to young children. Helping to alleviate burnout has helped [teachers] to respond and connect in positive ways. Virtual consultation is a struggle, however, several sites are managing it and finding it useful for the above reasons."</i>	Collaborate with public and private partners, including tribal representatives, to develop a community-based and culturally responsive IECMH-C model that includes a coordinated referral process.	Contracted with DCYF's Early Achievers program to provide IECMH-C to support coaches and child care providers at no cost to providers (MHC FTEs are fully covered by Legislature funds).
<i>"There is a lack of structure in the field to deliver services. There is a need for a manual...and a best practices framework... [T]here should be a foundational best practice framework for this type of work so new consultants have some guidance. I feel very alone at my agency."</i>	Implement a workforce development plan , including implementation guidance and training, in accordance with nationally recognized competencies.	Planned to maintain/hire: <ul style="list-style-type: none"> • 12 regional MHCs • 1 statewide Spanish-speaking MHC • 2 additional MHCs in King-Pierce counties Hired 13 of the new 15 MHC positions.
	Design program evaluation protocol for outcome measurement and a plan for a data tracking system for consultation activities.	Provided resources, information, and guidance regarding challenging behavior and expulsions.

1. Washington State Department of Children, Youth, and Families (2020). WA Infant-Early Childhood Mental Health Consultation (IECMH-C) Landscape Analysis Survey. Retrieved September, 2021.

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What We Heard (June 2020)	How it's Aligned to Existing Work	Program Highlight Example
Quotes from MHCs	DCYF plans to...	CCA of WA
<p><i>"It is a delightful job to have, but is one that is rarely talked about as so important. Especially right now it should be the most important topic. The world is upside down. Little learning goes on in the classroom, famil[ies]...[are] too stress[ed] to process things other than the collective trauma, grief, and stress that is going on in the world right now."</i></p>	<p>Provide reflective consultation and communities of practice for mental health consultants to increase their ability to support providers' reflective practice and to process their own stress and vicarious trauma.</p>	<p>Supported reflective practice for teachers and providers, including opportunities to promote responsive caregiving, increase mindfulness, strengthen teacher-student relationships, and mitigate feelings of burnout.</p>

What We Learned in 2020

The 2020 landscape analysis described Mental Health Consultants, the needs of the communities they serve, and the location of services. Of the 99 MHCs surveyed:



56% of MHCs practiced consultation in early care and education settings.



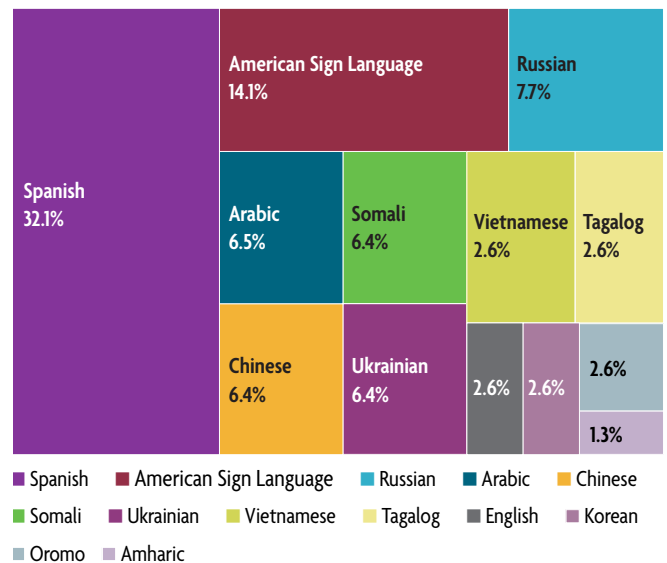
Less than 13% of MHC survey participants were consultants of color.



There were 5 counties where geographic representation of ECE mental health services were higher. King County was served by the most MHCs (15% of all MHCs surveyed). Together, Snohomish, Cowlitz, Spokane, and Yakima represented 22% of consultation services provided statewide. The remaining counties had 4 or fewer MHCs serving their regions.¹

The landscape analysis highlighted a continued need to study representation in mental health consultation relative to the communities served through the lens of communication, language, and access:

30% of MHCs used an interpreter's assistance to provide services, with Spanish being the most common. 13 languages were used in translation while providing services.



IECMH-C Next Steps

- Continue accelerating hiring, staffing the final vacant positions provided by the Fair Start for Kids Act (6 new MHCs and 1 program manager)
 - For more information about the Fair Start for Kids Act, go to www.dcyf.wa.gov/about/government-affairs/fair-start-for-kids-act
- Continue developing roadmap for statewide and cross-systems IECMH-C leveraging existing funding, staffing, and other resources, to lay a foundation for building a connected system of support for consultants and providers
 - For more information about funding, go to www.dcyf.wa.gov/about/government-affairs/pdg
 - Center of Excellence for Infant and Early Childhood Mental Health Consultation Website: www.iecmhc.org

1. Duplicate counts included

Inclusion Practices: Trauma-Informed Care and The Pyramid Model

Coaching and training to better support early learning providers in responding to the needs of children with complex behaviors, disabilities, and other challenges known to disrupt healthy development and school readiness.

What are Inclusion Practices, Trauma-Informed Care, and the Pyramid Model?

- **Inclusion Practices** are centered on supporting families’ diverse needs, social-emotional well-being, and mental health.
- **Trauma-Informed Care (TIC)** is an inclusionary practice.
- **Pyramid Model** is an approach which supports social-emotional competence in infants and young children within early intervention and early education program.

	Successes	Challenges	Results and Next Steps
COACHES	Washington received a Technical Assistance grant with The National Center for Pyramid Model Innovations (NCPMI) for statewide implementation of Pyramid Model to improve the social, emotional, and behavioral outcomes for children. The National Center for Pyramid Model Innovations (NCPMI) website: https://challengingbehavior.cbcs.usf.edu/Implementation/Program/index.html	Adaptation to building capacity and assessing interest for growing need within a virtual environment. This challenge was exacerbated by the increased demand for virtual provider support related to COVID-19.	Partnership with Cultivate Learning, resulting in more than 263 Pyramid Model training touchpoints in 2021. Planning to integrate training into Early Achievers coach onboarding.
	TIC integrated into Pyramid Model approach to maximize resources.	Existing and emerging trainings remain unmapped in a broader learning trajectory; this is necessary to identify training gaps.	Deep dive training, including TIC, piloted with 20 Early Achievers coaches . Planning to continue deep dive trainer series and align existing trainings to leverage capacity.
EDUCATORS	The PDG-R B-5 provides support for planning and coordination of Pyramid Model and TIC implementation.	Screening tools, assessment materials, and classroom resources are less available to private early learning sites.	In 2021, 22 interactive, virtual trainings took place for Enhancing the Quality of Learning (EQEL) , which introduces Pyramid Model principles. Successes lead to the expansion of EQEL and identification of three sites for full Pyramid Model implementation.

Why was Trauma-Informed Care recommended for expansion in Washington State?

“Inadequate training and support for early care and education professionals results in increased stress and use of exclusionary disciplinary practices, such as expulsion, that are detrimental to young children’s development and their families’ emotional and economic wellbeing. [Trauma-Informed Care] supports children who have trauma histories or neurodevelopmental differences, behaviors associated with children’s efforts to function in environments and relationships within the early care and education system [which] may create challenges for their care providers.”¹

1. www.dcyf.wa.gov/sites/default/files/pdf/reports/TICAG.pdf

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Washington’s Pyramid Model

In Spring 2021, Washington’s Pyramid Model state leadership team began aligning existing trainings in inclusion practices and trauma-informed care for infant and early learning coaches and educators.

With the support of the PDG-R B-5 Evaluation Team, the cross-institutional group developed this model for initial alignment of existing trainings. The goal was to ensure that all coaches and educators of children birth through 5 were guaranteed high-quality, comprehensive training that was not duplicative.

This team chose to highlight three foundational approaches that are at the core of Washington’s Early Learning MDS, including inclusive differentiated learning, TIC, and anti-racist, anti-bias principles. Using this foundation along with the Pyramid Model competencies, and an incremental building of complexity, teams at DCYF, OSPI, and early learning partners continue to align their existing trainings to provide clear coordination in the statewide Pyramid Model implementation.

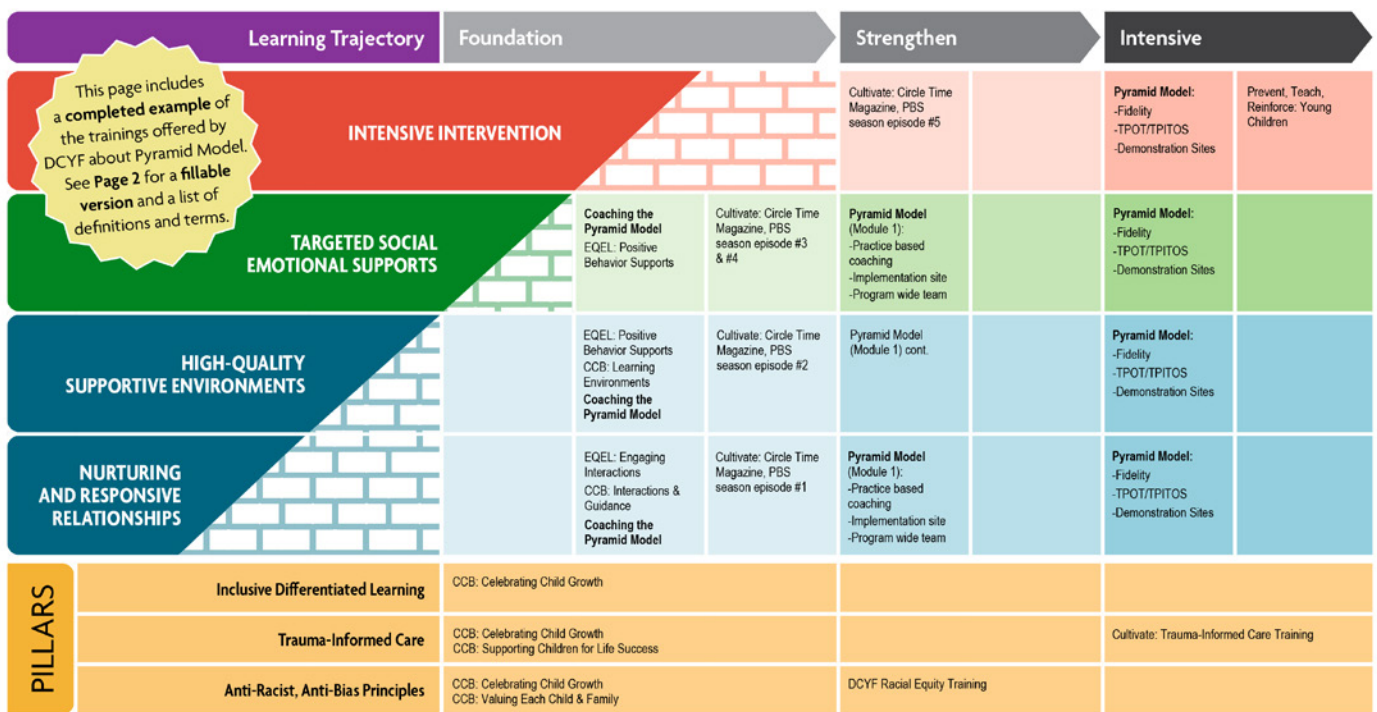
Find updates to the Pyramid Model alignment at <https://dcyf.wa.gov/services/earlylearning-profdev/workforce-development/initiatives>

The Pyramid Model

The Pyramid Model is a conceptual framework of evidence-based practices for promoting young children’s healthy social and emotional development. OSPI and DCYF work in close partnership with other state partners on a State Leadership Team working toward implementation of the Pyramid Model for early learning programs in Washington.

How can I use this tool?

This tool is designed to illustrate how training you may select or may have completed fits within the Pyramid Model. It can help you in selecting the best training options to learn more about the Pyramid Model. If you’ve completed training already, you can see how it relates to the Pyramid Model and can help you in your own implementation of Pyramid Model practices. Agencies who delivery training can also make connections in their training related to Pyramid Model.



To download the publication *Pyramid Model (EPS_0073)*, go to www.dcyf.wa.gov/sites/default/files/pubs/EPS_0073.pdf.

Early ECEAP

Early ECEAP is a comprehensive services model, which supports low income families with children birth to 3 years with full day, full year child care by addressing child development, healthy and resilient parenting, and child health. It includes the Mobility Mentoring® approach to bolster family resilience. DCYF is also exploring the integration of therapeutic services for infants and toddlers who've experienced trauma, through an ECLIPSE pilot in the Early ECEAP setting.

- Early ECEAP website: www.dcyf.wa.gov/services/early-learning-providers/eceap/early-eceap
- Mobility Mentoring® website: www.dcyf.wa.gov/services/early-learning-providers/eceap/contractors/direct-service-staff/family-support-staff
- ECLIPSE website: www.dcyf.wa.gov/services/child-dev-support-providers/eclipse

Early ECEAP in 2021¹



178 slots in Early ECEAP



60+ DCYF/Site
Collaboration Meetings



8 Counties Served
Across the State



19 Sites Providing Care



810 Hours of Interviews
Conducted with Families
and Staff

How does Early ECEAP fit within Washington's Early Learning system?

From 2020 to present, DCYF's Early ECEAP pilot established its new model. Integrated into the existing ECEAP preschool infrastructure and based on the success of federal Early Head Start (EHS), the pilot serves families with children ages 0-3. There is an immense need for appropriate infant/toddler care in Washington State. At most, 18% of families' infant/toddler child care need is addressed by current licensed supply.

Why the Early ECEAP model?

The pilot was designed to increase Washington's capacity to deliver high-quality, comprehensive infant toddler care. Federal EHS's evidence base provides a solid foundation, while the alternative funding model (through the PDG-R B-5)² allows for a flexible approach and contextualized response to best serve Washington's youngest children and their families. For more information on PDG, go to www.dcyf.wa.gov/about/government-affairs/pdg.

In 2021, how was equity addressed within the Early ECEAP pilot?

Equity was explicitly addressed in capacity building, relationship building, inquiry-based facilitation, and honoring the local context and conditions of each contractor. This was demonstrated through contractor listening sessions, reflecting on teacher practice and classroom environments in relation to implicit bias and anti-bias education, and supporting DCYF-wide Liberatory Design trainings. For more information on Liberatory Design, go to www.nationalequityproject.org/frameworks/liberatory-design.

1. Washington State Department of Children, Youth, and Families (2021). Early Learning Management System (ELMS). Retrieved November, 2021.

2. The project described was supported by the Preschool Development Grant Birth through Five Initiative (PDG-R B-5), Grant Number 90TP0069, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

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Early ECEAP Phases to Scalability

Phase One: 2018-2020	Phase Two: 2020-2022	Phase Three: 2021-2023
Design	Implementation and Capacity Building	Scalability
<p>Developed statewide design team who collaborated with stakeholders to:</p> <ul style="list-style-type: none"> • Develop initial performance standards based on federal EHS. • Advocate for inclusion in legislation. • Develop RFA and contractor selection process. • Advise the selection of 10 contractors. 	<p>Ten contractors start services in 2020. The COVID-19 pandemic impacts in person services with regular closures and advanced safety measures.</p> <p>Integrated all Early ECEAP systems into the ECEAP administrative structure, including continous quality improvement, monitoring, training, technical assistance, and contracting. The data team uses the Early Learning Management System (ELMS) as a key lever in development and expansion planning.</p> <p>Evaluated implementation at 10 contractor sites in spring 2021. Equity approach central to evaluation and continued visioning work.</p>	<p>34 state-funded Early ECEAP slots added in 2021.</p> <p>16 state-funded Early ECEAP slots added for 2022.</p> <p>PDG-R B-5 funds end Dec. 30, 2022. Seeking continued funding to build readiness and capacity to add thousands of slots to serve all eligible infants and toddlers.</p> <p>Support tribal-focused contractors, operationalize services, and continue opportunities to learn from and with contractors.</p>

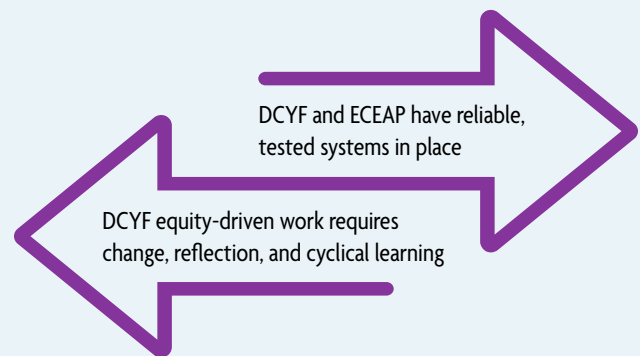
2021 IMPLEMENTATION HIGHLIGHT: ELEVATING EARLY ECEAP CONTRACTOR AND STAFF VOICES

In spring 2021, informal listening sessions occurred with every Early ECEAP field team. Families, staff, and directors shared tensions they navigate at their sites. The text is what was shared with the arrows relating systemic tensions approached during the listening sessions.

Staff need to focus on caring relationships to support family needs while trying to mitigate familial stress with strong, responsive systems.



Collective wisdom is at the core of our work. Equity is knowing that our best work comes from being with and learning from families.



Interviews affirmed staff commitment to diverse children and families and highlighted the continued need to value and support teachers at every level. In 2022, Early ECEAP will continue listening sessions to define performance standards that reflect these community identified tensions.

Mobility Mentoring®

A national model used as the foundation for ECEAP and Early ECEAP's family support staff to engage families and cultivate conversations around asset building and resources navigation. For more information on Mobility Mentoring®, go to www.empathways.org/approach/mobility-mentoring.

Centering Equity in Family Support

2020 Listening to Families

While piloting Mobility Mentoring®, ECEAP stakeholders express equity concerns around implicit bias and structural racism embedded in the tool's language.

2020-2021 Strengthening the Bridge

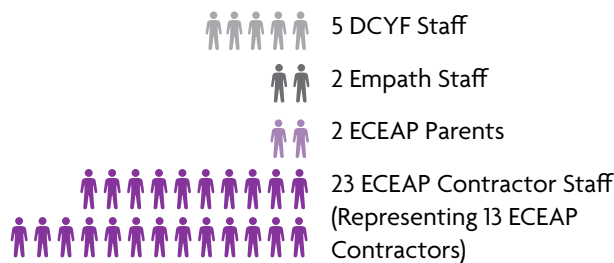
With the National Equity Project as consultant, the *ECEAP Bridge to Child and Family Self-Reliance* (EL_0020) is developed over 18 months by a representative group of stakeholders.¹ To download this publication, go to www.dcyf.wa.gov/publications-library/EL_0020.

2021 Staff Directing Innovation

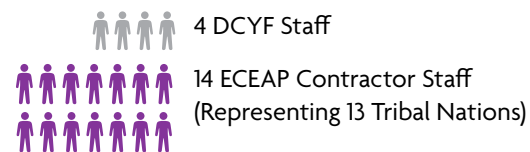
72 ECEAP and Early ECEAP leads and direct service staff comment on the successes and challenges of the Washington pilot.

Who designed the new bridge?

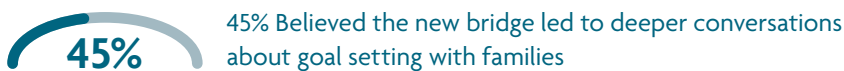
MM Equity Workgroup:



MM Tribal Workgroup:



How did the pilot group feel?



“The new bridge was much more open-ended to let families determine their own definition of success and not [put] them in a pre-determined box.”
-ECEAP Family Support Staff

DOES MOBILITY MENTORING® MAKE AN IMPACT?



In a recent study published in *Pediatrics*,² ECEAP enrolled children whose adult family members engaged in Mobility Mentoring® showed **gains in two of six Teaching Strategies GOLD® Dimensions**, in comparison to families who did not. For more information, go to <https://publications.aap.org/pediatrics/article/149/1/e2020018473/183850/A-Coaching-Model-to-Promote-Economic-Mobility-and>.

1. Washington State Department of Children, Youth, and Families (2021). Mobility Mentoring Equity Workgroup Participant Summary Report. Retrieved March, 2021.

2. Homer, C. J., Winning, A., & Cummings, K. (2022). A coaching model to promote economic mobility and child developmental outcomes. *Pediatrics*, 149(1). doi: 10.1542/peds.2020-018473

Early Childhood Intervention Prevention Services (ECLIPSE)

A trauma-informed, center-based intervention and prevention service for families with young children who have experienced substantial trauma.



HONORING
The Complexities of Intersectional Familial Needs



IDENTIFYING
Strengths and Meeting Needs From Birth to Kindergarten



PROTECTING
Children from Systemic Harm Through Continuity of Care



CONNECTING
Families With Intergenerational Trauma to Resources



PROVIDING
Consistency Through Early Learning to Elementary



WHAT DOES ECLIPSE DO?

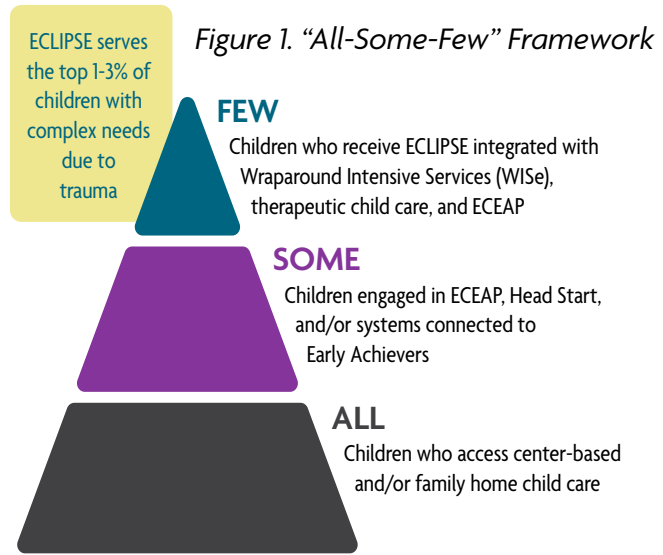
ECLIPSE is currently offered in two Early ECEAP/ECEAP sites: Childhaven, located in King County, and Catholic Charities, located in Yakima County. During 2020-2021, DCYF used PDG-R B-5 funding to redesign ECLIPSE, including developing and incubating models that support children birth to 5 years with the highest needs in inclusive early learning environments. For more information about PDG, go to www.dcyf.wa.gov/about/government-affairs/pdg.

These models strengthen attachments, foster resilience, build regulation capacity, and nurture healthy development across all developmental learning domains. ECLIPSE was recently awarded expansion money that will be used in a third region of the state.



WHAT MAKES ECLIPSE UNIQUE?

ECLIPSE is designed to fill any gaps in continuity of care for infants, toddlers, and preschoolers with a complex set of needs. DCYF uses the “All-Some-Few” framework to ensure that services are provided universally to **all** children who access center-based and/or family home child care, distinctively to **some** children who may need targeted interventions, and intensively to the **few** children needing tertiary supports. This places ECLIPSE at the top tier (see Figure 1), **providing mental health services to children and families with the highest level of complex needs to create greater stability.** Because the design of ECEAP and Early ECEAP was based on the standardized Head Start/Early Head Start model, **ECLIPSE seeks to amplify its effects by harnessing the strong foundation and infrastructure of ECEAP and Early ECEAP.**

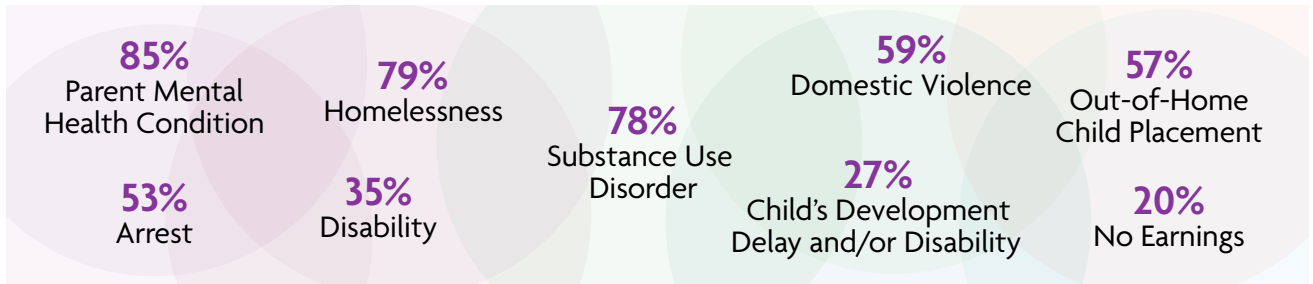




Who does ECLIPSE serve?

Families with children age birth to 5 who interface with multiple systems and have experienced Biological, Familial, and/or Environmental Risk Factors.

In 2017, a study by the Research and Data Analysis' (RDA) group at the Washington State Department of Social and Health Services found that children and families enrolled in ECLIPSE at Childhaven had a higher level of needs than children and families enrolled in Medicaid and involved in the child welfare system. In the study, RDA found that a percentage of families enrolled in ECLIPSE experienced:



For more information on this study, go to www.dshs.wa.gov/sites/default/files/rda/reports/research-7-110.pdf.



Who could ECLIPSE serve?

In March 2018, a follow-up RDA study estimated that there were 3,593 children (top 1% of the study population) throughout Washington State whose needs could lead to ECLIPSE eligibility. For more information on this study, go to www.dshs.wa.gov/sites/default/files/rda/reports/research-7-112.pdf.



What is next for ECLIPSE in 2022?

Planning an Integrated Approach:

- **Dual Enrollment:** ECEAP and Early ECEAP's high-quality, comprehensive early learning model will be paired with ECLIPSE mental health supports and expanded to additional sites using data on critical mental health needs.
- **Efficient Braided Funding:** ECEAP and ECLIPSE funds will be stacked in a braided structure to meet the therapeutic needs of children and families.
- **Strong Data:** ECLIPSE will plan for integration into the Early Learning Management System (ELMS), which houses administrative data and assessments to support the use of appropriate outcomes-based behavioral requirements.
- **High-Quality Tiered Supports:** Following capacity for further data collection, individualized for child and family, interventions and classroom adaptations will be analyzed for quality and effectiveness for the ECLIPSE population.



What will confront existing system barriers?

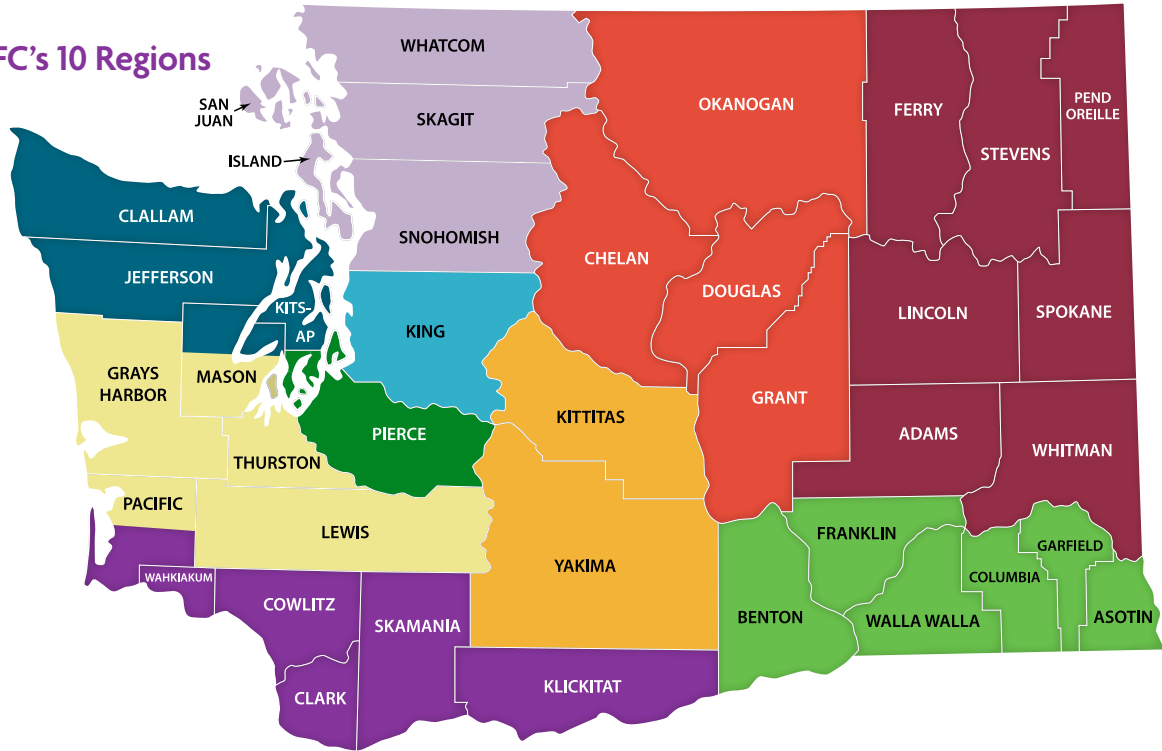
- **Increased DCYF awareness of trauma-informed and healing centered best practices** toward continuous quality improvement of innovative programming.
- **Funding to bolster staff training and capacity** in the field of practice and in the ELMS ECLIPSE component development.
- **Cross-agency alignment and leadership in mental health spaces** to span lifelong support, starting at infant/early childhood years.
- **Stabilization and strengthening of the ECLIPSE model following the COVID-19 pandemic**, supported by additional staffing and resources.
- **Intentional advancement of ECLIPSE and other intensive intervention services** scaling toward integration with early learning settings statewide.

Washington Communities for Children (WCFC)



An early childhood network: Connecting local and statewide efforts to improve the well-being of children, families, and communities across Washington. For more information, go to www.washingtoncfc.org.

WCFC's 10 Regions



WCFC is a network of early childhood coalitions, working together to create systems-level coordination.

- **Organizing framework:** Six network components.
- **Regional Support:** Each region is supported by a leadership team and specialists in each of the component areas.
- **Statewide Representation:** 128 regional and specialist leads supporting local early childhood coalitions across the state.
- **WCFC's Goal:** Create a connected system that promotes health and well being for the whole child, whole family, and whole community.



Child Health Care Provider Outreach



Data Collection and Analysis



Family and Community Outreach



Equity



Coordinated Access Point



Policy and Advocacy

WASHINGTON'S PRESCHOOL DEVELOPMENT GRANT BIRTH THROUGH FIVE RENEWAL
 FY2021 EVALUATIVE BRIEFS
www.dcyf.wa.gov/publications-library/IAA_0004.pdf



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Accomplishment	Barrier
<p>Developed and implemented a connected statewide people infrastructure:</p> <ul style="list-style-type: none"> • 90% of essential roles were filled • In June 2021 alone, regional leaders directed 45 monthly meetings and collaborated with more than 1,500 people 	<ul style="list-style-type: none"> • Challenges to primarily virtual systems building and coordination in the time of COVID-19 • Need additional long-term investments to: <ul style="list-style-type: none"> - Sustain regional and statewide network - Support data for decision making

In June 2021, each region’s monthly reports were analyzed by the PDG-R B-5 Evaluation Team to evaluate WCFC’s capacity, functioning, and coordination process across all 10 regions. Below are emergent themes from these 55 reports.

Success



Community Partnerships

Partnerships are robust and far reaching. For example, county partnerships with government, health focused-initiatives, and parent councils were mentioned over 16 instances.

Growth



Participation in Equity-Focused Groups and Conversations

Successes in equity-focused groups and conversations, including affinity groups, were mentioned over 11 instances. While this was an area of growth for many teams, it also presented challenges, with seven instances describing barriers to operationalize equity efforts at the regional and local level.

Challenge



Capacity, Momentum, and Purpose

Regions demonstrated challenges with scaling to a statewide system, which was mentioned in over 13 instances. These included developing capacity, maintaining momentum, and establishing clarity in purpose. Presenting this data to teams in August 2021 was one of many efforts to meet these challenges.

NEXT STEPS: 2022

<p>Demographic data collection and collaboration survey to all coalition members</p>	<p>Interviews with regional/state leads to better describe project impact</p>	<p>Seeking funding opportunities for robust statewide data system</p>
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