

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.

WASHINGTON'S PRESCHOOL DEVELOPMENT GRANT BIRTH THROUGH FIVE RENEWAL
FY2021 EVALUATIVE BRIEFS

www.dcyf.wa.gov/publications-library/IAA_0004.pdf



Washington State Department of
CHILDREN, YOUTH & FAMILIES

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DCYF PUBLICATION (02-2022) IAA_0004

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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>

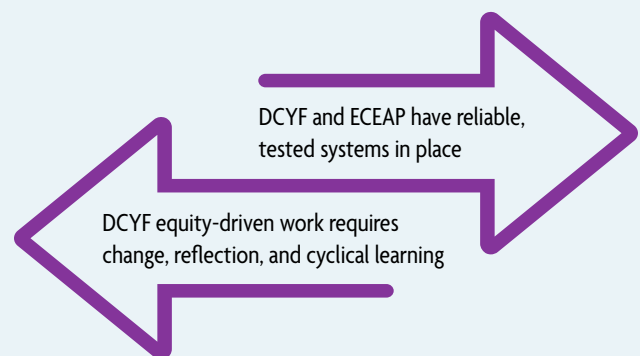
2021 IMPLEMENTATION HIGHLIGHT: ELEVATING EARLY ECEAP CONTRACTOR AND STAFF VOICES

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

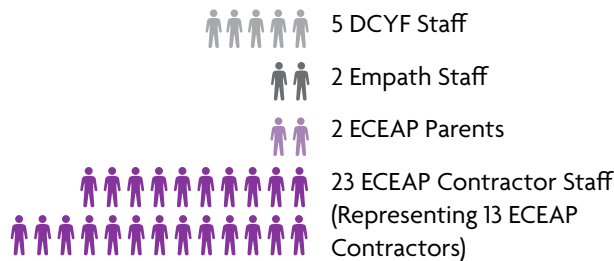
With the National Equity Project as consultant, the *ECEAP Bridge to Child and Family Self-Reliance* (EL_0020) is developed over 18 months by a representative group of stakeholders.¹ To download this publication, go to www.dcyf.wa.gov/publications-library/EL_0020.

2021 Staff Directing Innovation

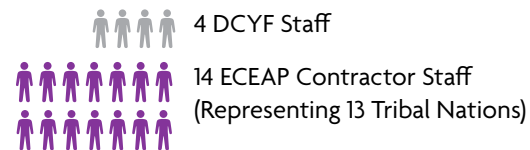
72 ECEAP and Early ECEAP leads and direct service staff comment on the successes and challenges of the Washington pilot.

Who designed the new bridge?

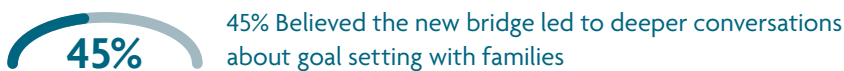
MM Equity Workgroup:



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?

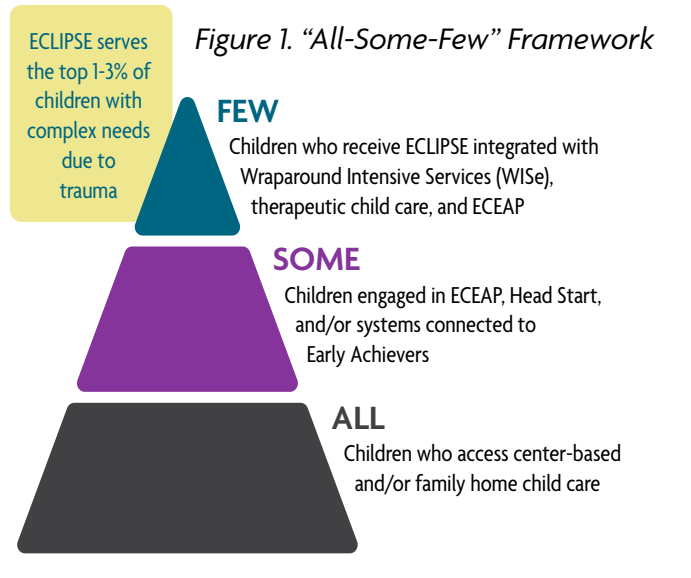
ECLIPSE is currently offered in two Early ECEAP/ECEAP sites: Childhaven, located in King County, and Catholic Charities, located in Yakima County. During 2020-2021, DCYF used PDG-R B-5 funding to redesign ECLIPSE, including developing and incubating models that support children birth to 5 years with 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.**

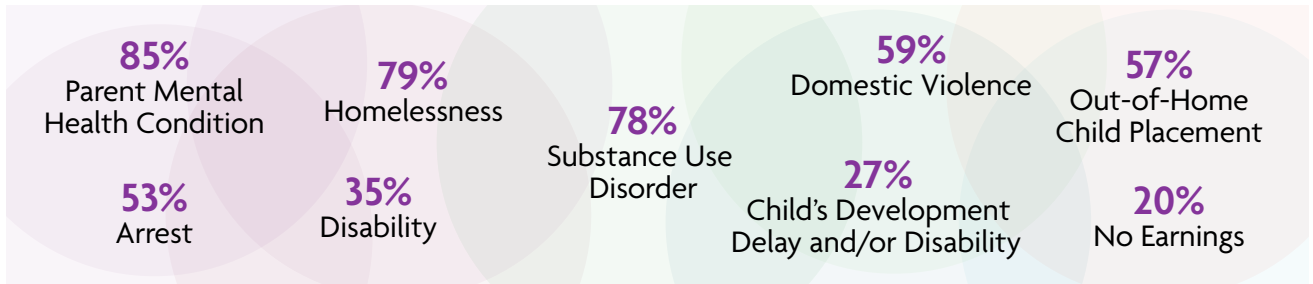




Who does ECLIPSE serve?

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.