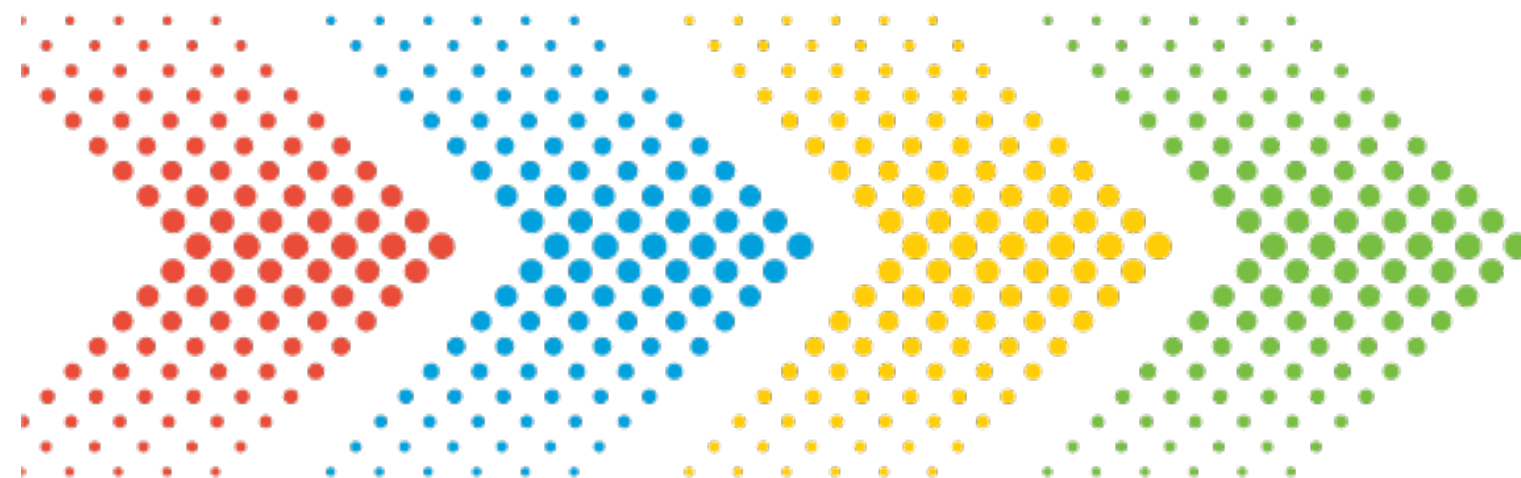


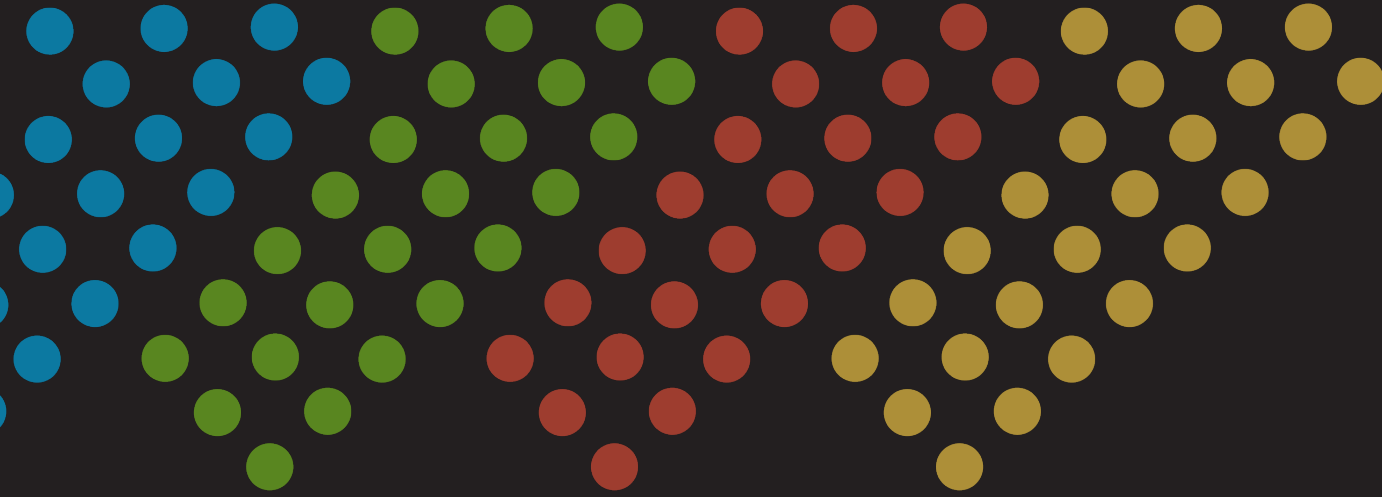


**DC EARLY EDX**

# ZONE 1 B: BIRTH TO AGE 3

Breakout Sessions





## Content Expert Session

Level-Up!  
High-Impact  
Teaching Practices  
for Early Childhood  
Educators



**LEVEL UP!**

**April 5, 2024**



# Welcome!

## Agenda

- **Welcome and Introductions**
- **You down with DAP?**
- **Leveling up!**
- **Word cloud**
- **Questions/Comments**

**Welcome**



# Infant and toddler Educators MATTER!



1. Lay the foundation for social, emotional, and academic development.
2. The early experiences matter- warm and nurturing interactions and relationships are linked to children's learning and development
3. Positive early experiences are predictors of later success
4. Infants/toddlers with secure attachment relationships with their caregivers are more likely to play, explore, and interact with their world which promotes good foundational circuitry in the brain

# You Down with DAP?

1. Which best defines DAP:

- A. Intentional teaching based on assumptions and beliefs
- B. Methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful and engaged learning.
- c. Understanding that infants/toddlers need rest time and time to sit in the bouncy seat
- D. None of the above

# You Down with DAP?

2. Which learning domain is defined as: self-knowledge (self-esteem, metacognition, sexual identity, ethnic identity), moral reasoning, understanding and expression of emotions, self-regulation, temperament, understanding others, interpersonal skills, and friendships

- A. Cognitive development
- B. Social/emotional development
- C. Physical development
- D. None of the Above



**3. At what age do young children begin to imitate sounds heard around them, as if they were speaking their own language, often using appropriate rhythm, phrasing, and patterns**

A. 5 to 6 years old:



A.



4.

### True or False

The pictures to the left are examples of Developmentally appropriate practices that provide varied opportunities of experience, exposure, and engagement to infants and toddlers



## Let's talk about strategies!

A word cloud of educational strategies and activities. The words are arranged in a roughly circular pattern, with varying font sizes and colors. The most prominent words are 'music', 'art', 'puzzles', 'songs', 'cooking', 'books', 'children's books', 'jokes', 'act', 'dance', 'mermaid', 'pillows', 'puppets', 'ongoing assessment', 'technology', 'writing materials in each center', and 'writer's workshop'. Other words include 'inviting writing area', 'movable alphabet', 'interactive writing', 'Social emotional area', 'tactile sound objects', 'oral storytelling', 'riddles', 'games', 'jeopardy', 'big books', 'pom poms', 'word wall', 'greet', 'take pictures', 'microphones', 'reading book clubs', 'bean bags', 'pets', 'buddy reading', 'circle time', 'rap', 'discussion', 'matching talk', 'flowers', 'bingo', 'movement take video', 'fingerplays', 'manipulatives', 'Montessori', 'books', 'poetry', 'lighting', 'Kennedy Center', 'sports', 'morning meeting', and 'Reading is fundamental'.

inviting writing area    movable alphabet  
interactive writing    Social emotional area    tactile sound objects  
ongoing assessment    technology  
oral storytelling    riddles    puppets    jeopardy  
songs    cooking    games    puzzles  
pom poms    word wall    greet    take pictures  
microphones    jokes    reading book clubs  
buddy reading    pets    bean bags  
circle time    music    art  
rap    discussion    matching talk    act    flowers  
movement take video    bingo  
manipulatives    Montessori    fingerplays  
books    poetry    dance    mermaid    pillows  
children's books    lighting  
Kennedy Center    sports    morning meeting  
Reading is fundamental    writing materials in each center  
writer's workshop



# OPEN

<http://open4us.org>

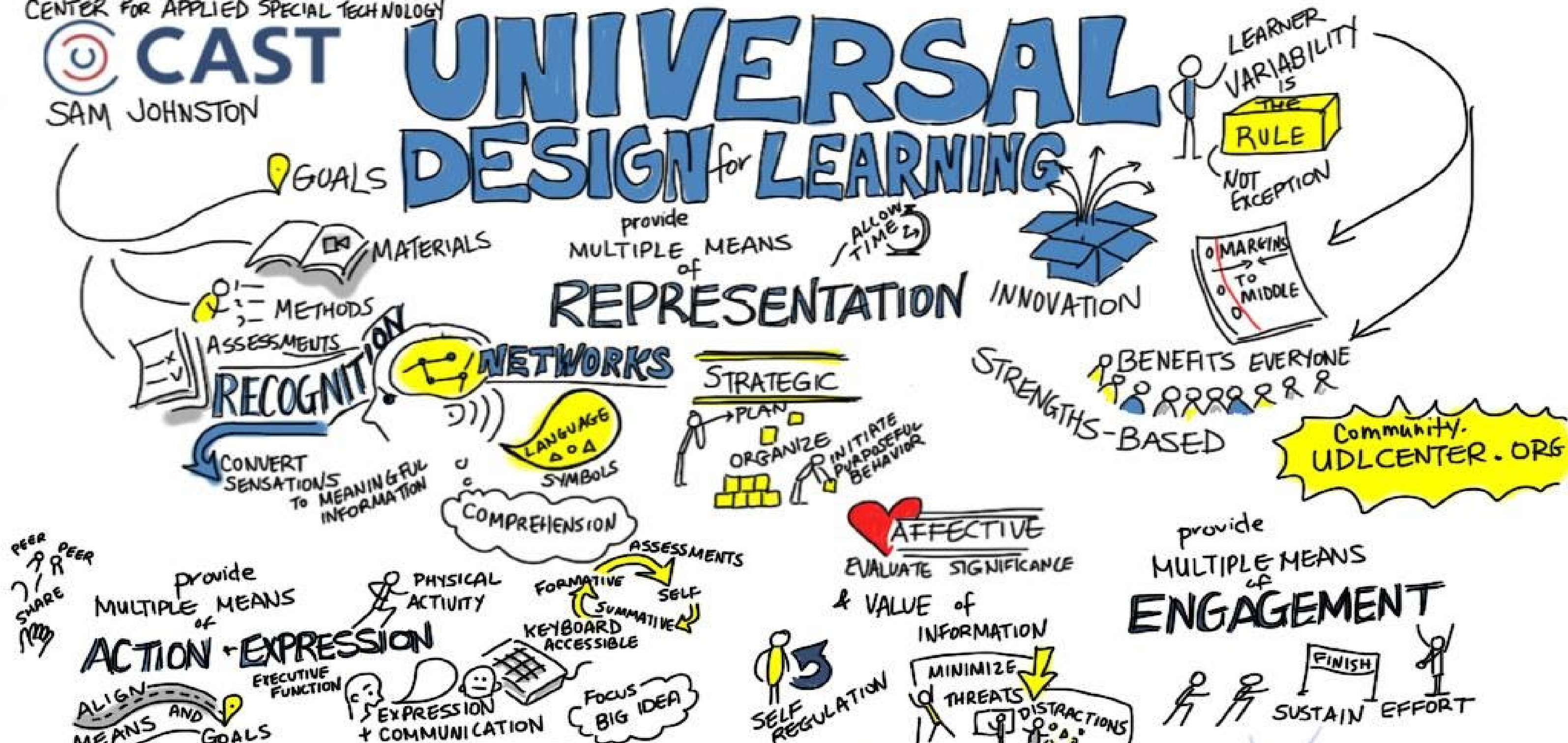
Open Professionals Education Network

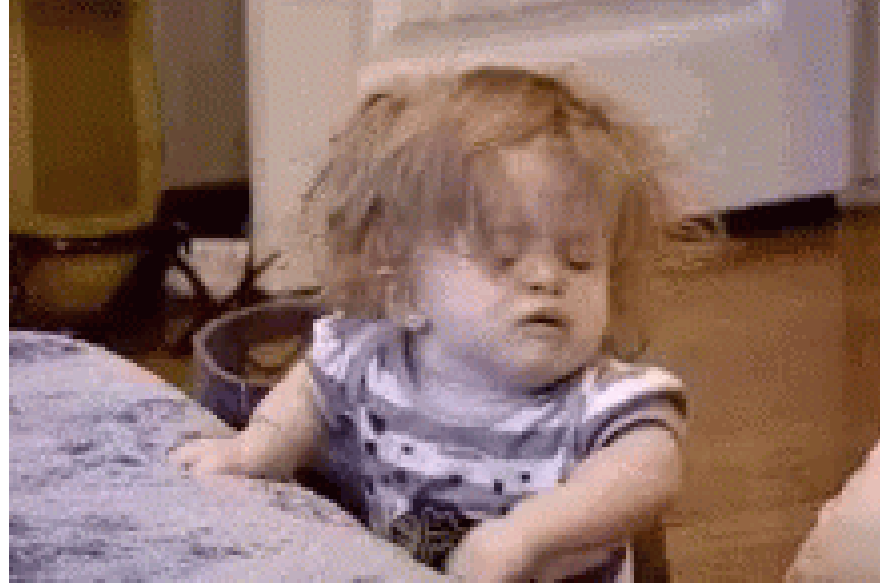
CENTER FOR APPLIED SPECIAL TECHNOLOGY



SAM JOHNSTON

# UNIVERSAL DESIGN for LEARNING



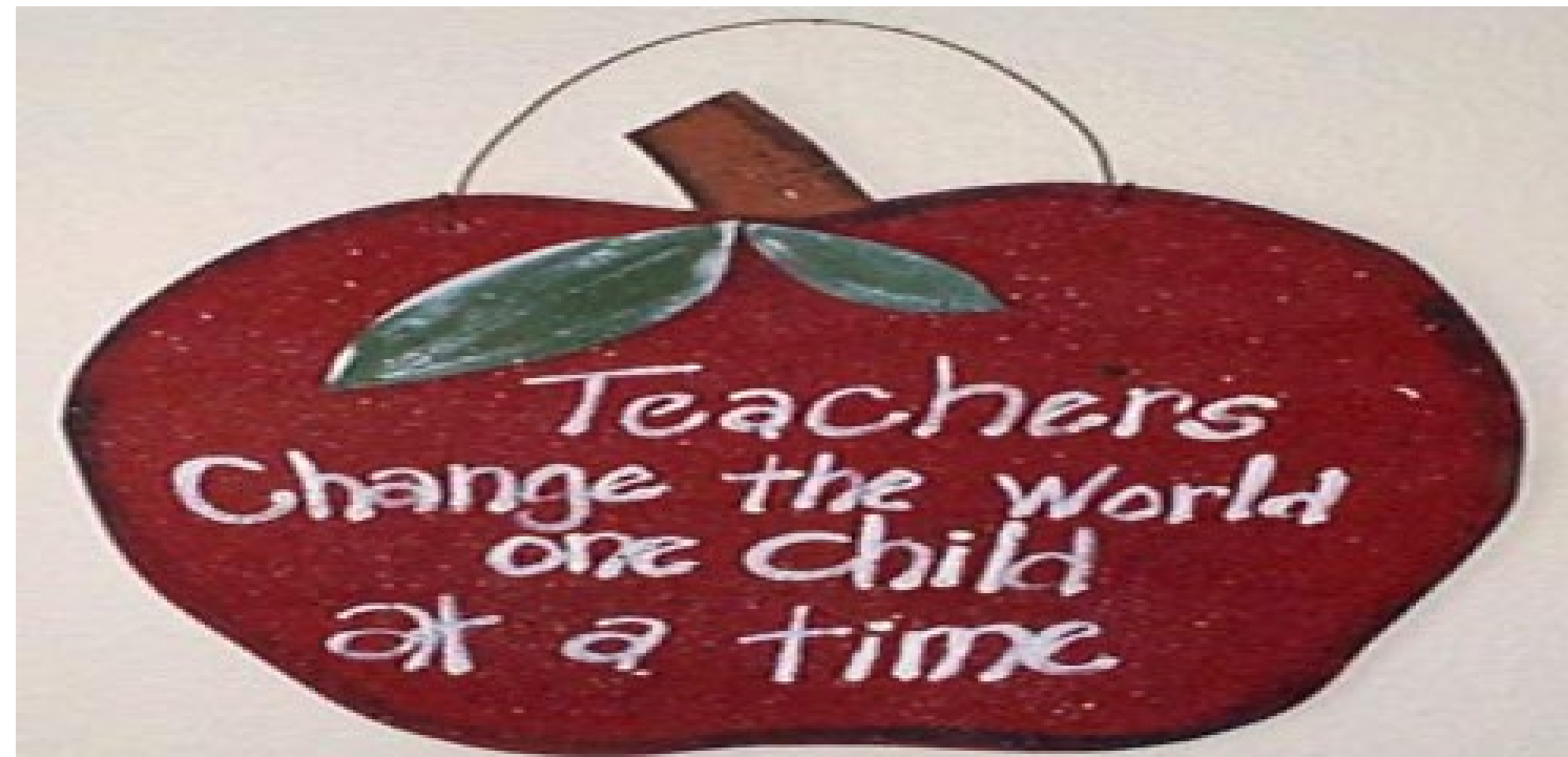


# So, what?

Engagement	Representation	Action and Expression
Think about the 3 CLASS domains: Emotional support, Classroom organization, and Instructional Support	Board Books Laminated Pictures Embed the 5 senses: Touch, Smell, Hear, Taste, See	Informal assessments: Observations, anecdotal notes
TALK/ READ/SING	Plan, assess, but Be flexible	Use Ages and Stages
PLAY	Embed the 5 senses: Touch, Smell, Hear, Taste, See	Use Teaching Strategies



If you know what's developmentally appropriate and what's typical expectations for an age group within each learning domain, you're better able to intentionally meet the individual needs of each child by working as a team!



**Expectations**  
**Engagement**  
**Experiences**  
**Exploration**  
**Evaluations**



**Family Partnership**

<b>Trust</b>	<b>Team</b>	<b>Teach and be Teachable</b>	<b>Time</b>
Reciprocal Respect Reassurance	Reciprocal Respect All parties have equitable part Dialogue	Reciprocal Respect Be open to explaining What are you doing at the school? What are you doing at home? How can we work together?	Ongoing process
Communicate daily Post cards	Together everyone achieves more	Resources and opportunities	Be patient and flexible



# INFANTRY oddler

Mentimeter

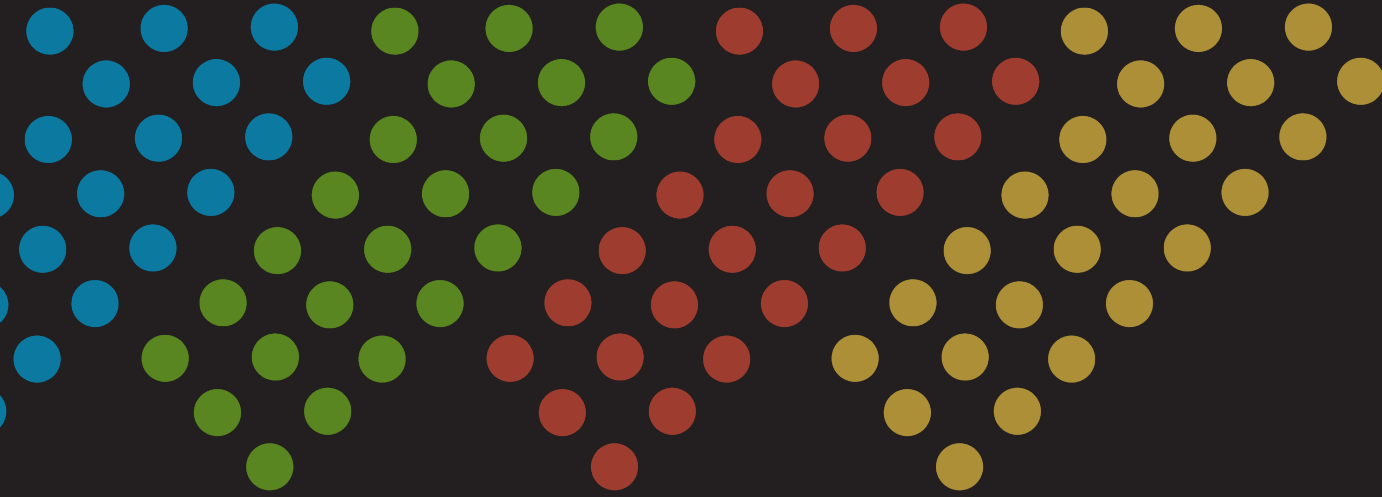
How do you LEVEL UP!?



Thank you!!!

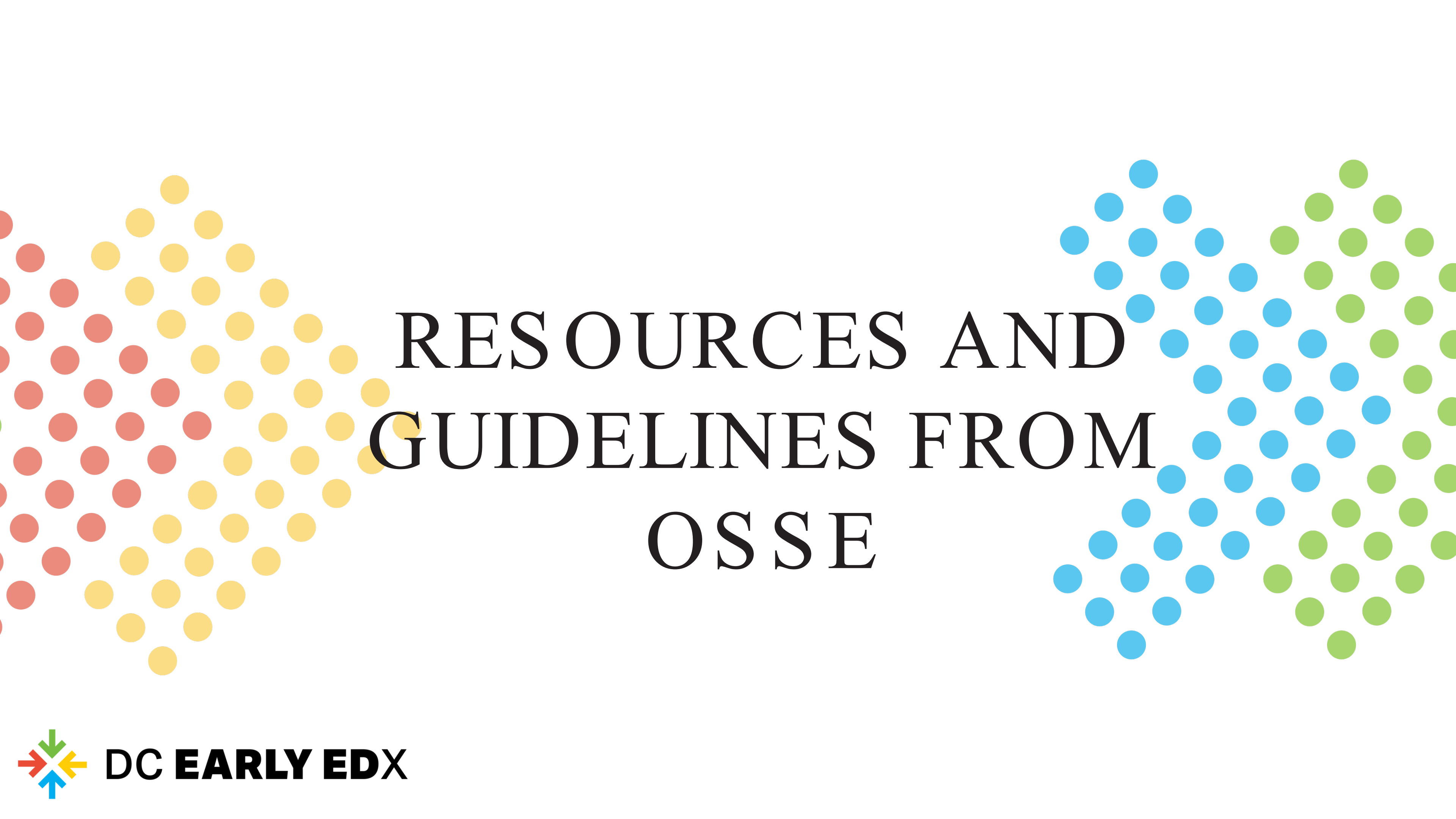
**Bsteen2@gmu.edu**





# Educators as Experts Session

Level-Up!  
High-Impact  
Teaching Practices  
for Early Childhood  
Educators



RESOURCES AND  
GUIDELINES FROM  
OSSE



# EARLY CHILDHOOD EDUCATOR PAY EQUITY FUND

## Fiscal Year 2024 (FY24) Early Childhood Educator Pay Equity Fund

April 2024



 WE ARE  
WASHINGTON  
DC GOVERNMENT OF THE  
DISTRICT OF COLUMBIA  
MURIEL BOWSER, MAYOR



# Overview of FY24 Early Childhood Educator Pay Equity Fund

Following Task Force recommendations, the Office of the State Superintendent of Education (OSSE) distributed funds directly to educators in FY22 and FY23, and through child care providers starting in FY24



# FY24 Early Childhood Educator Pay Equity Fund

- OSSE is distributing Early Childhood Educator Pay Equity Funds to child development facilities to help them increase compensation for early childhood educators.
  - Direct payments from AidKit ended in September 2023.
- To receive funds, a child development facility must be licensed by OSSE and agree to pay eligible staff, by role and highest credential, salaries that meet or exceed the [minimum salaries](#) established by OSSE.
  - Note: Providers that are approved for a waiver are not required to pay the minimum salaries
- Providers must opt-in to the Early Childhood Educator Pay Equity Fund and complete a provider agreement by deadlines established by OSSE to receive funds.





# What does it mean for me if my employer is participating in the Early Childhood Educator Pay Equity Fund?

- If you are employed at a facility participating in the Early Childhood Educator Pay Equity Fund, your employer is required to pay eligible staff at least the FY24 minimum salaries, unless they have been approved for a waiver.
- Your employer will include the funds in your regular paycheck if you are employed in an eligible staff type.
- Employers are not required to pay eligible staff the minimum salaries until after they receive their first award payment from OSSE.
  - Providers that started participating in the Early Childhood Educator Pay Equity Fund in quarter one received their first award payment in December 2023 and were required to pay the minimum salaries starting in the next feasible payroll cycle. For many providers, that payroll cycle was in January 2024.
  - Providers that started participating in the Early Childhood Educator Pay Equity Fund in quarter two received their first award payment in March 2024 and are required to pay the minimum salaries starting in the next feasible payroll cycle. In many cases, that payroll cycle will occur in April 2024.



# Facilities with Waivers

- If OSSE approves a provider for a waiver, the provider is **not** required to pay eligible staff the minimum salaries established by OSSE for the Early Childhood Educator Pay Equity Fund in FY24.
- However, the facility **must** pay eligible teachers and assistant teachers salaries or wages that are higher than those paid on Sept. 30, 2023.
- The facility must use all funds received from the Early Childhood Educator Pay Equity Fund to:
  - Increase salaries or wages for eligible staff;
  - Cover taxes and mandatory benefits associated with higher salaries or wages; and/or
  - Provide health or other discretionary benefits for staff.



# What if my employer has chosen not to participate?

- If you are employed at a facility that is not participating in the Early Childhood Educator Pay Equity Fund, your employer does not receive any funds from the program and is not required to pay staff the minimum salaries.
- Employers can choose to opt-in to the Early Childhood Educator Pay Equity Fund at any time and receive the next quarterly payment.
- All facilities must comply with [other District and/or federal laws and requirements](#) regarding worker wages and hours that apply to all employers, including the Fair Shot Minimum Wage Act of 2016, and for child care providers participating in the District's child care subsidy program, the Living Wage Act of 2006.





# Wage Supplements and Minimum Salaries

# Educator Credentials

- The required minimum salary and corresponding wage supplement are based on the highest credential or degree held by an educator as documented, reviewed and approved in OSSE's Division of Early Learning Licensing Tool (DELLT).
- For **lead teachers**:
  - To qualify for the “BA or higher” wage supplement, have a bachelor’s degree (or higher) in early childhood education (ECE) *or* a bachelor’s degree in any field (or higher) with at least 24 credit hours in ECE.
  - To qualify for the “AA” wage supplement, have an associate degree in ECE *or* an associate degree in any field with at least 24 credit hours in ECE.
  - To qualify for the “CDA” wage supplement, have a Child Development Associate (CDA) or 48 credit hours with at least 15 hours in ECE.
- For **assistant teachers**:
  - To qualify for the “AA or higher” wage supplement, have an associate degree (or higher).
  - To qualify for the “CDA” wage supplement, have a CDA or 48 credit hours with at least 15 hours in ECE.
  - To qualify for the “less than CDA” wage supplement, have less than a CDA.



# Educator Staff Types

- Child development facilities that receive funds from OSSE must pay eligible lead teachers and assistant teachers, in the following staff types in DELLT, salaries that [meet or exceed the minimum salaries](#).

The following staff types in DELLT qualify as an **assistant teacher**:

- Assistant teacher
- Montessori assistant teacher
- Pre-K Enhancement and Expansion Program (PKEEP) assistant teacher
- Associate home caregiver

The following staff types in DELLT qualify as a **lead teacher**:

- Teacher
- Montessori teacher
- Expanded home caregiver
- Home caregiver



# Staff Wages and Salaries

- After receiving the first quarterly CDF payroll funding formula payment, providers must pay all eligible teachers and assistant teachers salaries or wages that meet or exceed minimum salary requirements by role and credential, unless the facility has an approved waiver.

Staff Type	Credentials	Minimum Salaries for FY24 (annual salary)	Minimum Salaries for FY24 (hourly wage)
Assistant Teacher	Less than a CDA	\$43,865	\$21.09/hour
	CDA	\$51,006	\$24.52/hour
	Associate degree or higher	\$54,262	\$26.09/hour
Lead Teacher	CDA <u>or</u> 48 credit hours with at least 15 hours in ECE	\$54,262	\$26.09/hour
	Associate degree in ECE <u>or</u> an associate degree with at least 24 credit hours in ECE	\$63,838	\$30.69/hour
	Bachelor's degree (or higher) in ECE <u>or</u> a bachelor's degree (or higher) with at least 24 credit hours in ECE	\$75,103	\$36.11/hour



# Staffing Changes

- Newly hired lead teachers and assistant teachers must be paid salaries or wages that meet or exceed the minimum salary requirements following OSSE approval of staff record in DELLT, unless the facility has an approved waiver.
- Educators who are assigned a new staff type (e.g., from assistant teacher to teacher) or obtain a higher credential or degree (e.g., a teacher with an associate degree completes a bachelor's degree in ECE) should be paid the appropriate minimum salary following OSSE approval of the record change in DELLT.
- If a lead teacher or assistant teacher changes jobs:
  - New employer that is participating in the Early Childhood Educator Pay Equity Fund must pay the teacher or assistant teacher salaries or wages that meet or exceed the minimum salary requirements following OSSE approval of staff record in DELLT.
  - New employer that is participating in the Early Childhood Educator Pay Equity Fund and has an **approved waiver** is not required to pay the minimum salaries established by OSSE; early educators should speak with employers that have an approved waiver about the salary or wages they can expect prior to accepting an offer of employment.
  - New employer that is **not** participating in the Early Childhood Educator Pay Equity Fund is not required to pay the minimum salary (but must follow other applicable federal and local laws).





# Revised Licensing Regulations: Education Requirements

- On Dec. 20, 2023, State Superintendent Dr. Christina Grant signed a [Notice of Emergency and Proposed Rulemaking \(NEPRM\)](#) for the Licensing of Child Development Facilities, which updated the licensing regulations set at 5A DCMR Chapter 1.
  - [Summary of Changes](#) ([Español](#) | [Amharic](#))
- The updated regulations maintain the District's commitment to high standards for early educators while providing additional pathways and flexibility in how early childhood educators can meet education requirements.
- The proposed changes took effect the day the NEPRM was signed (Dec. 20, 2023).



# Revised Licensing Regulations: Education Requirements

- The licensing changes provide additional pathways and flexibilities for some early childhood educators to meet the education requirements for a staff role that they otherwise would not be qualified for.
- In most cases, the revised regulations do not change the minimum salary that an individual early childhood educator qualifies for under the Early Childhood Educator Pay Equity Fund, nor do they alter the amount of funding a provider receives through the CDF payroll funding formula for that staff member.



# Pay Examples

Individual	Pay Equity Role and Credential	Employer Status	Minimum Salary
<p>Example 1. Debbie has an associate degree in accounting. Debbie's staff type is an assistant teacher.</p>	<p>Debbie qualifies as an <b>assistant teacher</b> with the <b>"AA or higher" wage supplement</b> (and minimum salary).</p>	<p>Debbie's employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Debbie's minimum salary is \$54,262. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 2. Tommy has a CDA. Tommy's staff type is associate home caregiver.</p>	<p>Tommy qualifies as <b>assistant teacher</b> with the <b>"CDA" wage supplement</b> (and minimum salary).</p>	<p>Tommy's employer opted in to the Pay Equity Fund starting in Q1 and has been approved for a waiver starting in Q1.</p>	<p>Tommy's employer must pay him a higher salary than he was receiving on Sept. 30, 2023. His employer is required to pay him the increased salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 3. Veronica has a high school diploma and is enrolled in a CDA program. Veronica's staff type is associate home caregiver.</p>	<p>Veronica qualifies as an <b>assistant teacher</b> for the <b>"Less than a CDA" wage supplement</b> (and minimum salary).</p>	<p>Veronica's employer opted in to the Pay Equity Fund starting Q2. The employer does not have a waiver.</p>	<p>Veronica's minimum salary is \$43,865. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q2 payment in March 2024.</p>

*\*Examples assume individuals have staff records in DELLT that are approved and include all required supporting documentation.*



# Pay Examples

Individual	Pay Equity Role and Credential	Employer Status	Minimum Salary
<p>Example 4.</p> <p>Julia is a home provider with a CDA.</p>	<p>Julia qualifies as a <b>teacher</b> with the <b>“CDA” wage supplement</b>.</p>	<p>Julia is self-employed and does not have any employees.</p>	<p>Julia will receive the CDA teacher wage supplement from OSSE. Since she is self-employed with no employees, she does not need to report on use of funds to OSSE and can choose how to spend the funds.</p>
<p>Example 5.</p> <p>Sandra has a CDA and 25 years of experience as an early childhood teacher. Sandra's staff type is teacher, with a continuous service certification.</p>	<p>Sandra qualifies as a <b>teacher</b> with the <b>“CDA” wage supplement</b> (and minimum salary).</p>	<p>Sandra's employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Sandra's minimum salary is \$54,262. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 6.</p> <p>Maria has a CDA and is currently enrolled in a degree program to earn an associate degree in ECE. She has an enrollment-based certification and her staff type is teacher.</p>	<p>Maria qualifies as a <b>teacher</b> with the <b>“CDA” wage supplement</b> (and minimum salary).</p>	<p>Maria's employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Maria's minimum salary is \$54,262. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023. After Maria earns her associates in ECE, she should provide proof of her new credential to her employer. After her staff record is updated by her employer and approved by OSSE, her employer is required to pay her \$63,838.</p>

*\*Examples assume individuals have staff records in DELLT that are approved and include all required supporting documentation.*



# Pay Examples

Individual	Pay Equity Role and Credential	Employer Status	Minimum Salary
<p>Example 7.</p> <p>Rachel has an associate degree in accounting. Rachel's staff type is teacher.</p>	<p>Rachel qualifies as a <b>teacher</b> with the <b>“CDA” wage supplement (and minimum salary)</b>.</p>	<p>Maria’s employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Rachel’s minimum salary is \$54,262. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 8.</p> <p>Roberta has an associate degree in accounting and 12 hours of credit in ECE. Roberta's staff type is teacher.</p>	<p>Roberta qualifies as a <b>teacher</b> with the <b>“CDA” wage supplement (and minimum salary)</b>.</p>	<p>Roberta's employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Roberta's minimum salary is \$54,262. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 9.</p> <p>Naomi has an associate degree in accounting and 24 hours of credit in ECE. Naomi's staff type is teacher.</p>	<p>Naomi qualifies as a <b>teacher</b> with the <b>“AA” wage supplement (and minimum salary)</b>.</p>	<p>Naomi's employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Naomi's minimum salary is \$63,838. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 9.</p> <p>Charles has an associate degree in early childhood. Charles' staff type is teacher.</p>	<p>Charles qualifies as a <b>teacher</b> with the <b>“AA” wage supplement (and minimum salary)</b>.</p>	<p>Charles' employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Charles' minimum salary is \$63,838. His employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>

*\*Examples assume individuals have staff records in DELLT that are approved and include all required supporting documentation.*



# Questions?

For more information on FY24 Early Childhood Educator Pay Equity Fund, please visit:  
[osse.dc.gov/fy24ecepayequity](https://osse.dc.gov/fy24ecepayequity).

Questions:

- [OSSE.ECEPayEquity@dc.gov](mailto:OSSE.ECEPayEquity@dc.gov)

# Additional Resources

[Frequently Asked Questions for Early Childhood Educators](#)



[Guide for Determining an Educator's Minimum Salary](#)



[How Staffing Changes Impact CDF Payroll Funding Formula Awards](#)



[FY24 Waivers: What Early Childhood Educators Need to Know](#)



# CLOSING THOUGHTS

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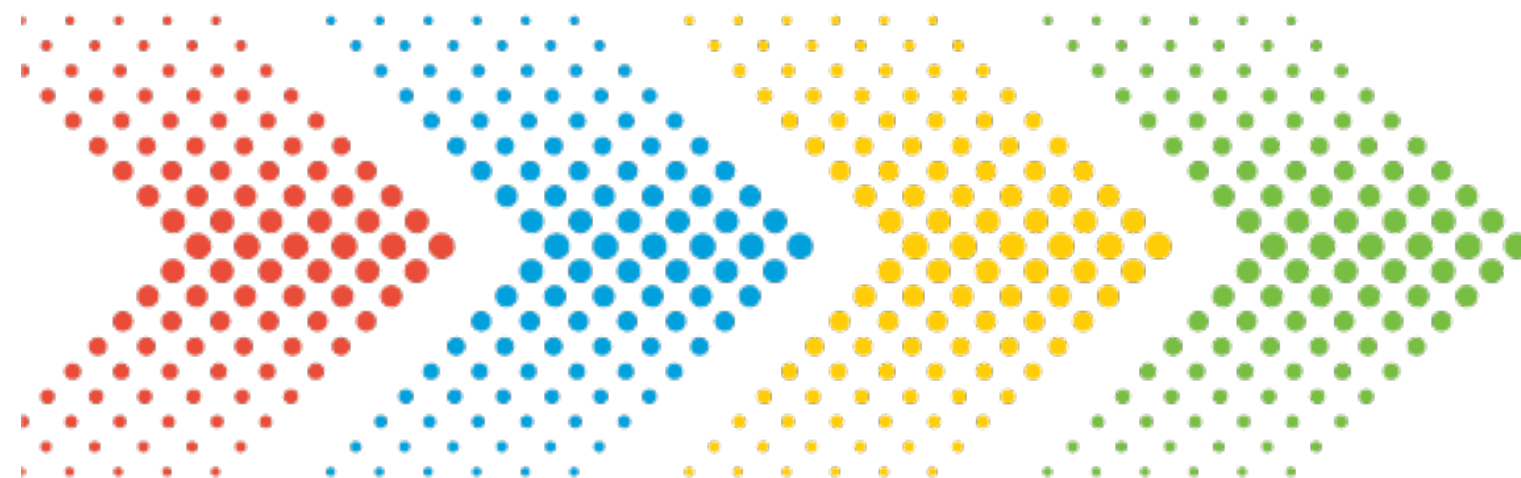


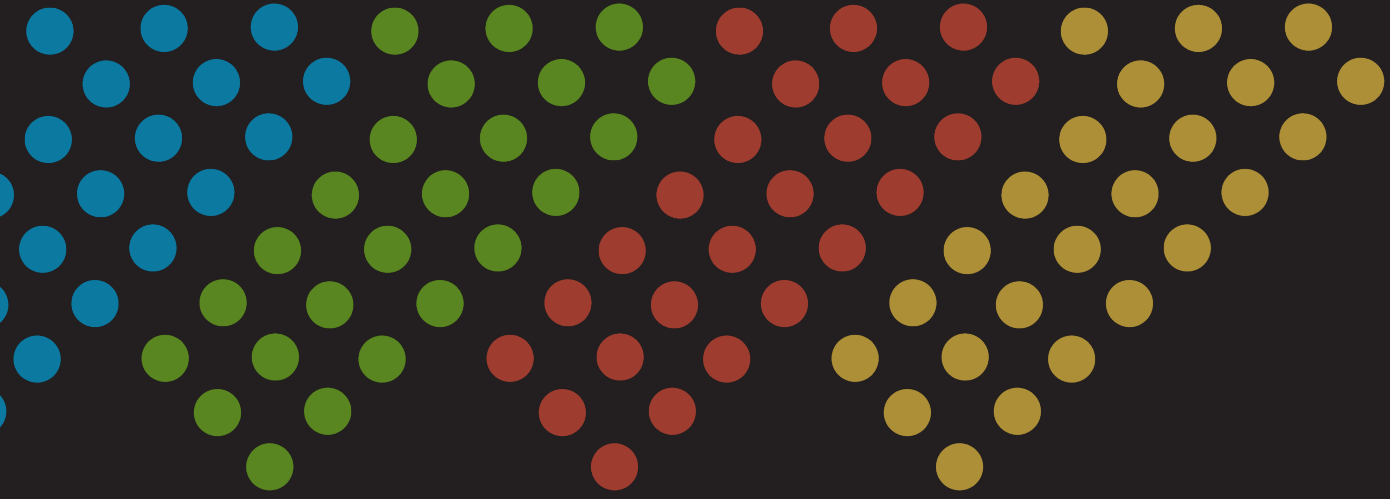


**DC EARLY EDX**

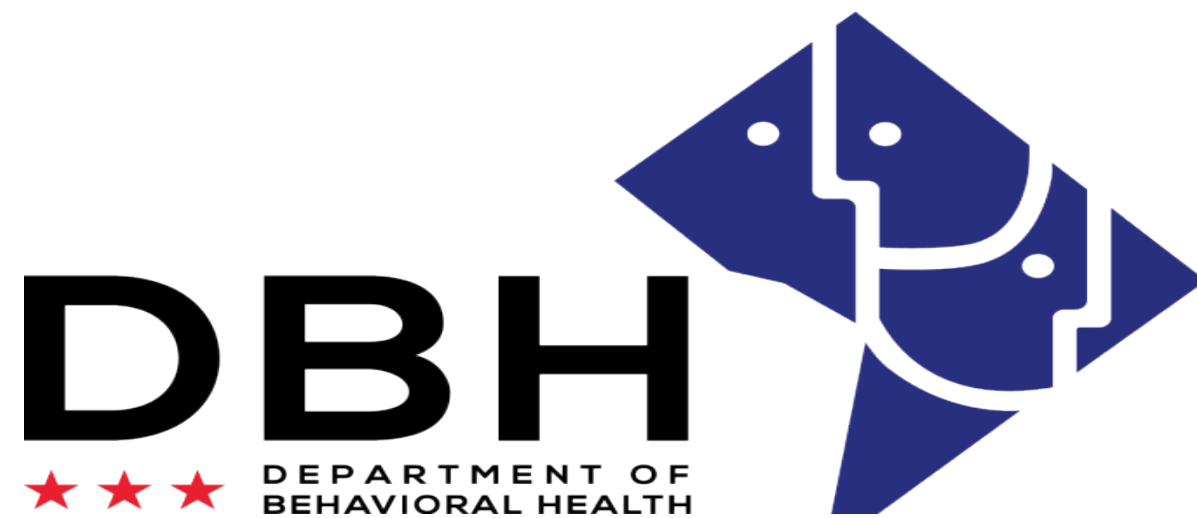
# ZONE 1 B: BIRTH TO AGE 3

Breakout Sessions





Level-Up!  
High-Impact Mental Wellbeing  
Practices for Early Childhood  
Educators



## **Level Up! High-Impact Mental Wellbeing Practices for Early Childhood Educators**

**By: Breonica Scott, LGSW & Tino'l Jones, LPC, LCPC**

**Friday, April 5, 2024**



# Healthy Futures

- Healthy Futures is a prevention and early intervention program offered through the DC Department of Behavioral Health
- Our program supports the social and emotional development of children, birth to five, by providing early childhood mental health consultation to child development centers across the District of Columbia.



# Objectives



Define stress and discuss how stress impacts practice in early childhood education.



Explore the importance of self-care practice in early childhood education.



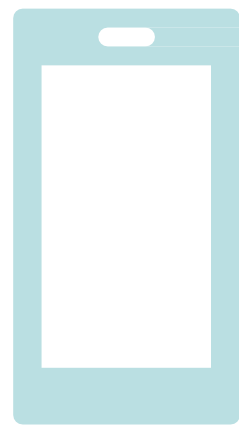
Identify and discuss barriers to implementing self care.



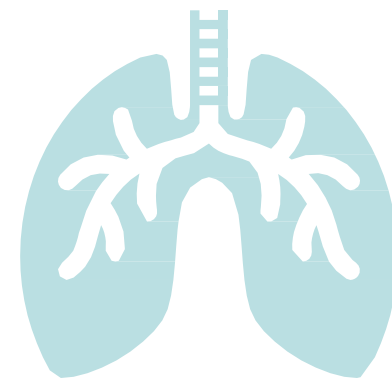
Create a self-care plan.



# Housekeeping Notes



Please ensure phones are on silent or vibrate.



Please take care of yourself throughout the training – step away if you need to, deep breaths, stretches etc.



Be mindful of triggers (big feelings that may arise.) This is part of self-care

# Check In



# What is Stress?





# What is Stress?

Is a physical, mental, or emotional response to events that causes bodily or mental tension

Comes from a situation or a thought that makes you feel frustrated, nervous, anxious, sad, or angry

Can be a good thing

Can also be harmful



# Vicarious Trauma

Vicarious trauma is defined as “negative changes that can happen.. to workers over time as they witness and engage with other people’s suffering and need.” (Pearlman & McKay, 2008.)

“Vicarious trauma is the process of change that happens because you care about people...and feel committed or responsible to help them. Over time this process can lead to changes in your psychological, physical and spiritual well-being. “ (Pearlman & McKay, 2008.)



# Vicarious Trauma: What does it look like?



## Changes in Worldview or Frame of Reference

- Spirituality
- Identity
- Beliefs related to major psychological needs

## Physical and Psychological Signs

- Trauma symptoms
- Numbness
- Anger/mistrust

## Behavior and Relationship Signs

- Disconnected
- Increased conflict in relationships



# Considerations for Vicarious Trauma

- Life experiences, culture and social support all play a role in Vicarious Trauma
- Vicarious Trauma may be more problematic for people who tend to avoid problems or difficult feelings, blame others for their difficulties, or withdraw from others when things get hard
- Those who have identified trauma themselves may identify more closely with particular types of pain or loss.



# How to Manage Vicarious Trauma



## Prevention

- Educate, accept, monitor (self-awareness)

## Intervention

- Escape, rest and play
- Awareness, balance and connection



# Compassion Fatigue and Burnout



Compassion fatigue is the gradual lessening of compassion over time.

Burnout is a long- term stress reaction and process.

- Can be brought about by workplace conflict, overload of responsibilities, and consistent exposure to stress



# Compassion Fatigue and Burnout

Burnout can include three components:

- Feelings of exhaustion
- Negative or cynical attitudes toward work
- A sense of not doing well or being effective in your work

Signs and Symptoms:

- Helplessness, extremely tired, overwhelmed
- Frustrated or irritable
- Physical manifestations (headaches, body pain)



# Reflection

- How do you feel coming to work every day?
- Have you experienced compassion fatigue or burnout?
- How has this impacted you on a day-to-day basis?





# What is Self-Care?



The practice of taking action to preserve or improve one's own health.

The practice of taking an active role in protecting one's own well-being and happiness, especially during periods of stress.



# Why is Self-Care Important?



According to The Yale Center for Emotional Intelligence,

“Teachers who are able to **recognize** emotions accurately, understand their **causes** and **consequences**, **label** them precisely, **express** them comfortably, and **regulate** them effectively tend to report less burnout and greater job satisfaction”.







Align Counseling



# Self-Care at Work: What does that look like?

<b>Emotional</b>	<b>Physical</b>
Know your triggers	Eat healthy meals (all of them!)
Stay connected to colleagues	Drink water
Monitor for Vicarious Trauma	Move your body with intention - stretch
Self-compassion	Breathe!



# Myths About Self-Care

## MYTHS ABOUT SELF-CARE



Self-care is an indulgence



Meaningful self-care includes making mindful changes in patterns of thoughts and behaviours that do not contribute to your wellbeing.



Self-care is selfish



When you make time for yourself and get sufficient rest & exercise, you feel more energetic and will be able to do more - for yourself as well as for those around you.



Self-care is a one-time experience



Looking after yourself is an ongoing practice in building resilience to face hardships and in preventing burnout.



Self-care is time consuming



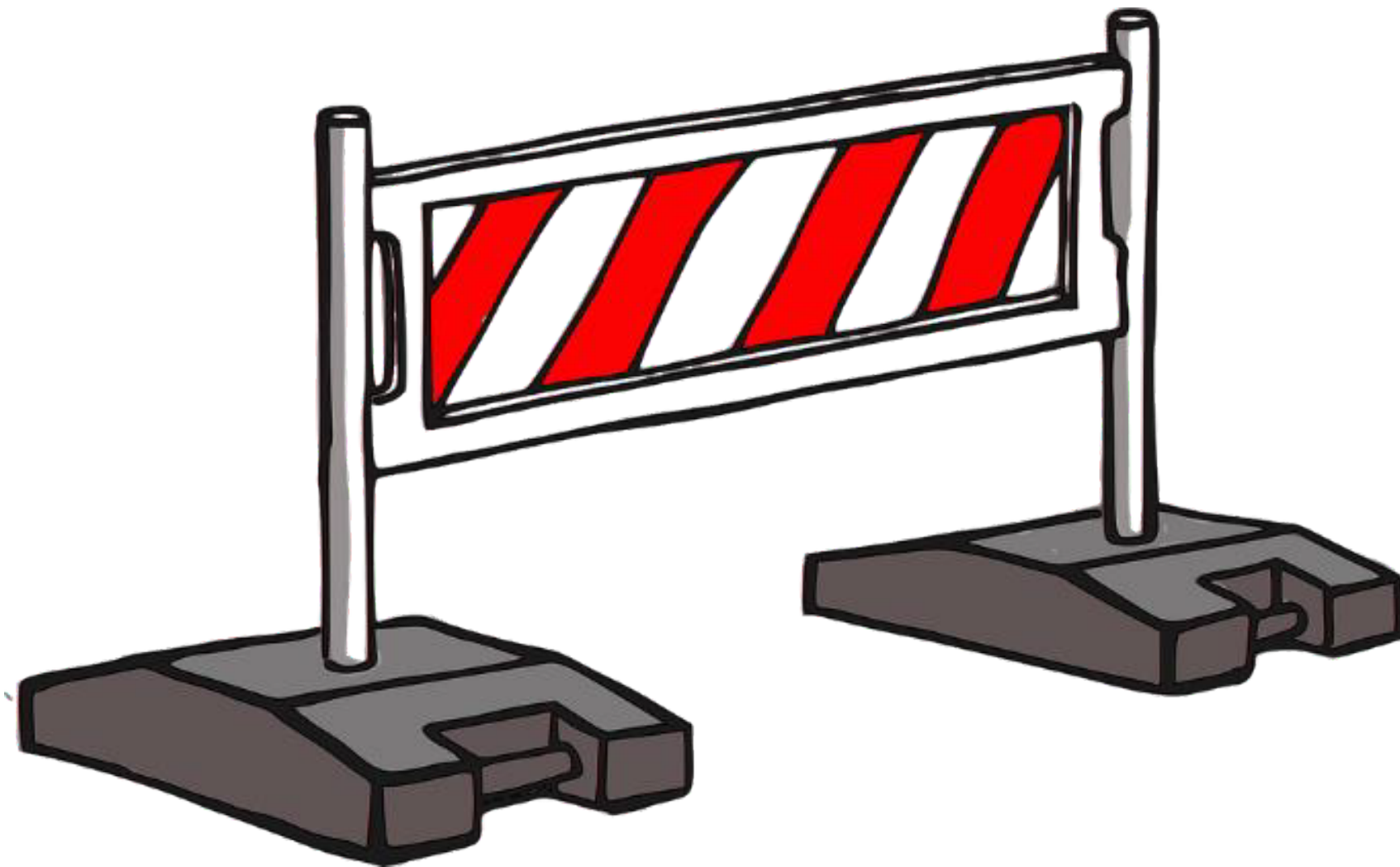
Self-care does not require you to take out a huge chunk of time from your busy day.

[www.mymindoasis.com](http://www.mymindoasis.com)



# Barriers to Self-Care at Work

Not enough time in the day  
Not enough support from  
administrators and directors  
Easy to ignore or avoid



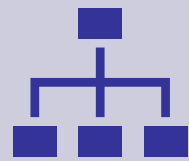
**What do you see as barriers to self-care at work?**



# Reflection



What is your Self-Care Declaration?



Make a list of three self-care acts you can do (realistically)





# Resources

1. Access Helpline (1-888-793-4357)
2. Mental Health Line (844-443-5732)
3. DC Park & Recreation (<https://dpr.dc.gov/page/about-programs>)
4. Fit DC (<https://fitdc.com/>)
5. Free Events in DC (<https://washington.org/visit-dc/free-things-to-do-events-festivals> )

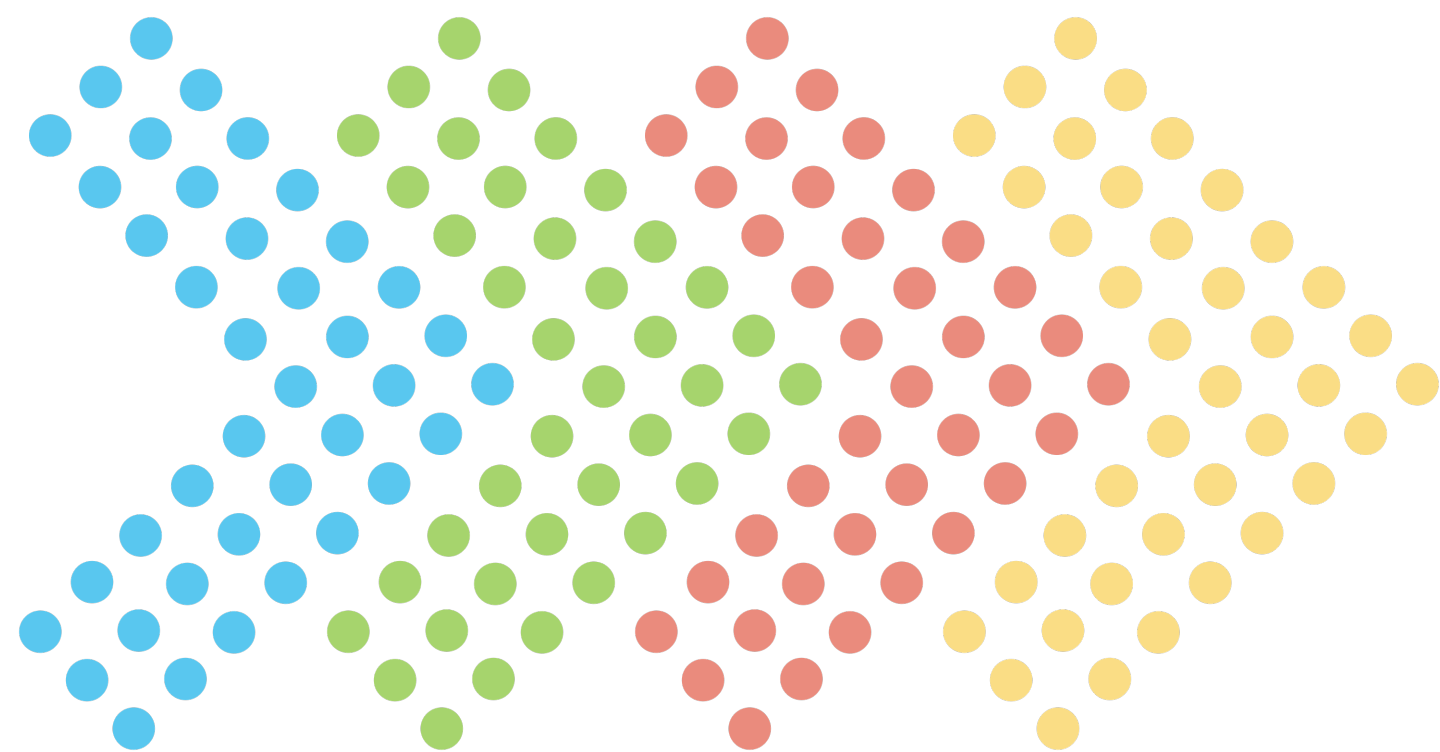


# Questions?



# CLOSING THOUGHTS

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THANK YOU



**DC EARLY EDX**