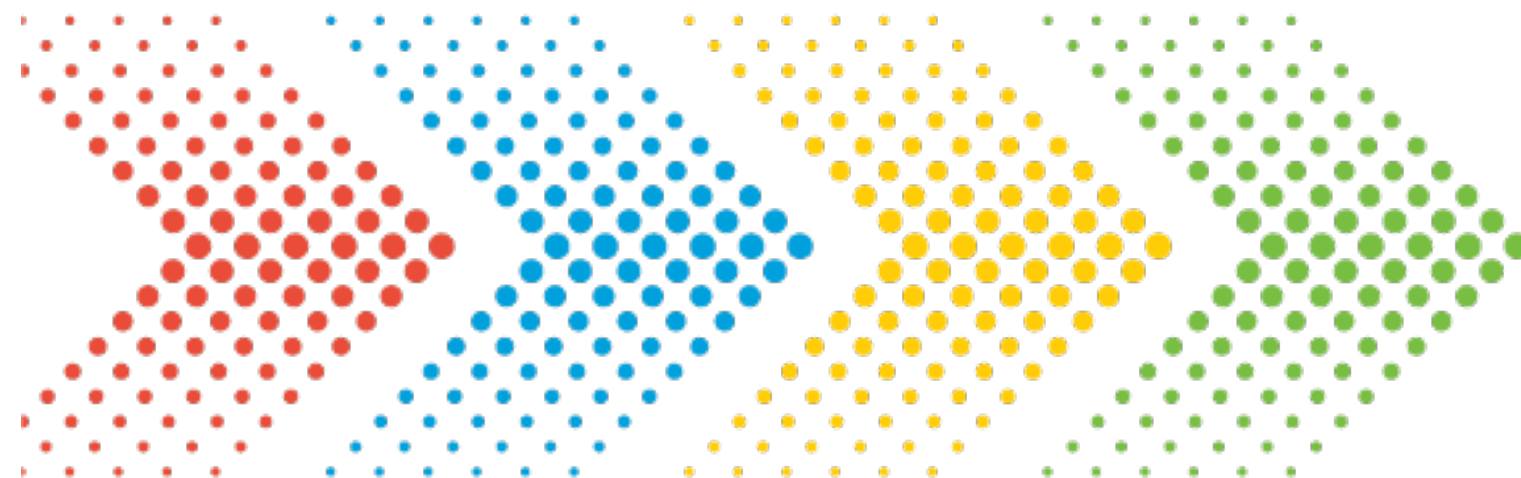


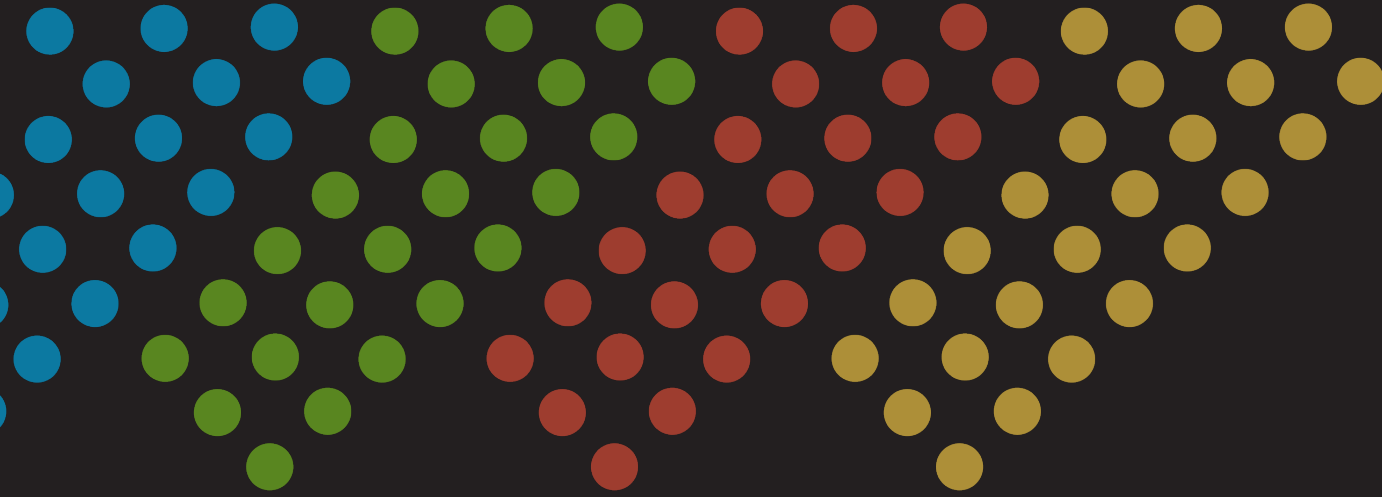


DC EARLY EDX

ZONE 2: PRE-K TO GRADE 3

Breakout Sessions





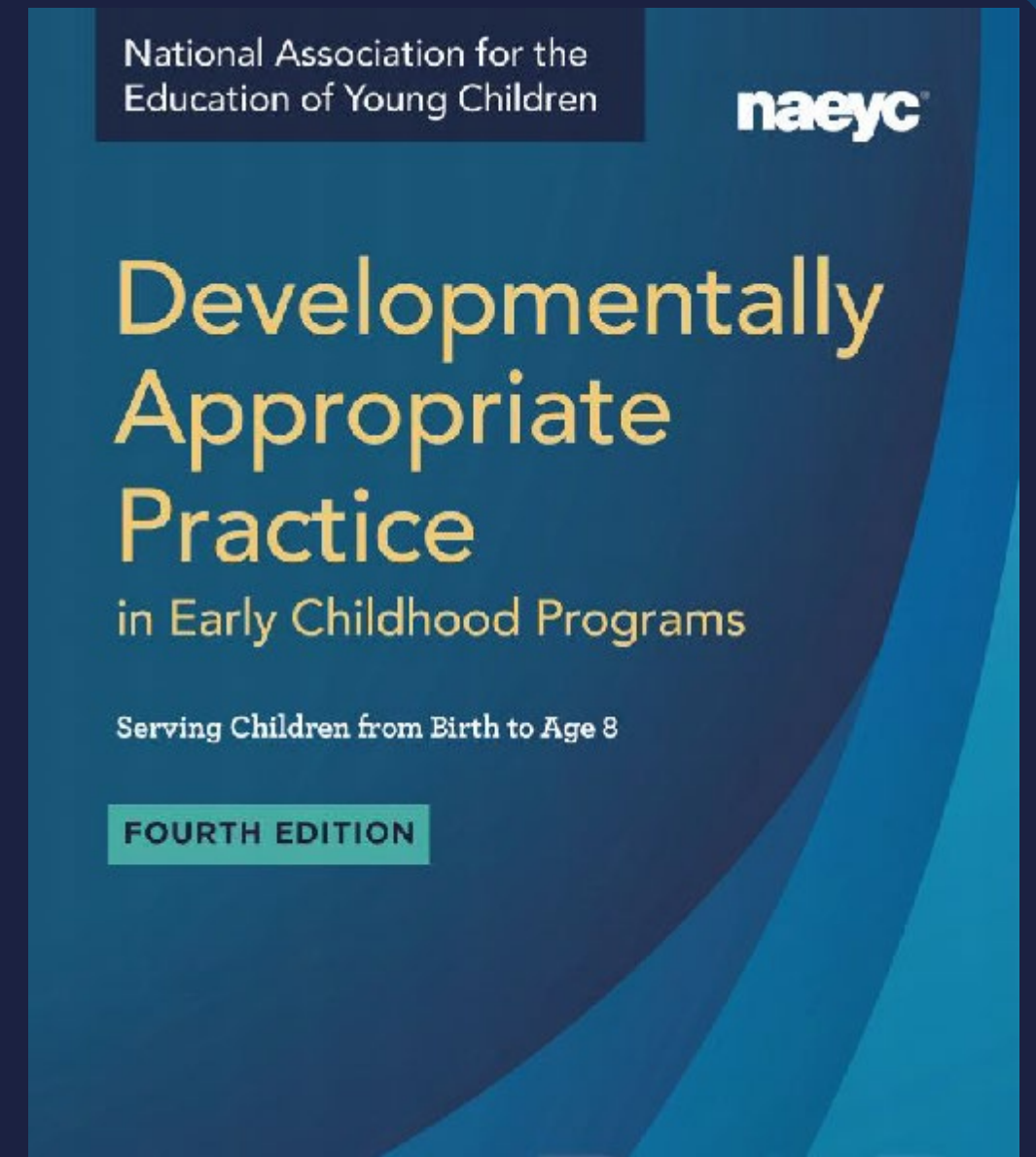
Content Expert Session

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

Developmentally Appropriate Practice in Early Childhood Programs

Dr. Alissa Mwenelupembe, NAEYC

naeyc[®] National Association for the
Education of Young Children

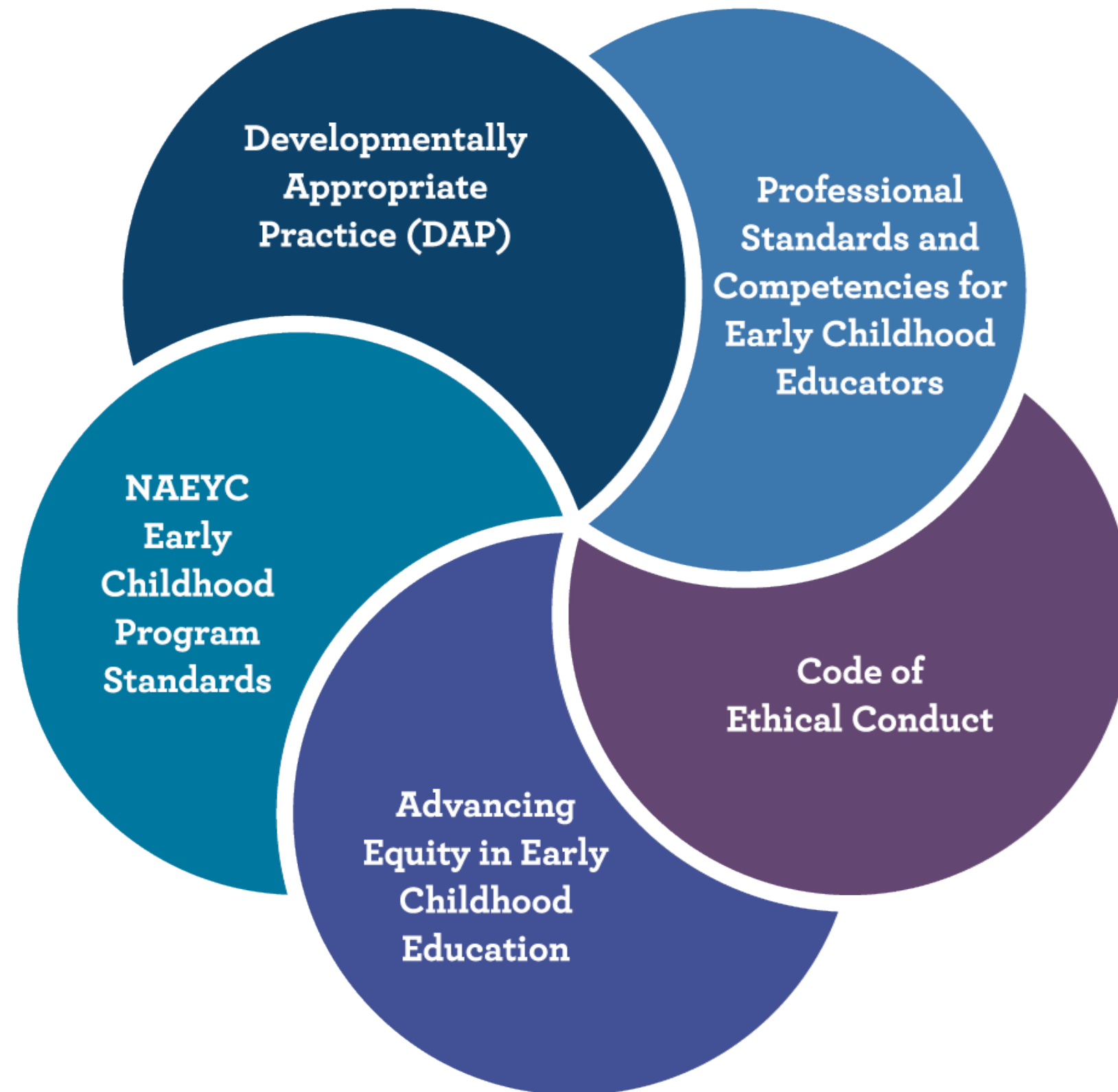


What do you know about DAP?

- It's a position statement from NAEYC
- A book NAEYC has published since 1986
- An approach to teaching in early childhood
- Trainings and resources from many others based on DAP

“Developmentally appropriate practice encompasses the knowledge and considerations educators need to apply to create, participate in, and sustain effective and joyful learning environments.”

5 Foundational Documents for the ECE Field



“The principles serve as the evidence base for the guidelines for practice, and both are situated within three core considerations—commonality, individuality, and context.”



1 Commonality

Current research and understandings of processes of child development and learning that apply to all children, including the understanding that all development and learning occur within specific social, cultural, linguistic, and historical contexts.

2 Individuality

The characteristics and experiences unique to each child, within the context of their family and community, that have implications for how best to support their development and learning.

3 Context

Everything discernible about the social and cultural contexts for each child, each educator, and the program as a whole.

- 1 Development and learning are dynamic processes.
- 2 All domains of child development are important; each domain both supports and is supported by the others.
- 3 Play promotes joyful learning. Play is essential for all children.
- 4 Although general progressions of development and learning can be identified, variations must be considered.
- 5 Children are active learners from birth.
- 6 Children's motivation to learn is increased when their learning environment fosters their sense of belong, purpose, and agency.
- 7 Children learn in an integrated fashion that cuts across academic disciplines or subject areas.
- 8 Development and learning advance when children are challenged to achieve at a level just beyond their current mastery.
- 9 Used responsibly and intentionally, technology and interactive media can be valuable tools for supporting children's learning and development.

- 1 Creating a caring, *equitable* community of learners
- 2 Engaging in *reciprocal* partnerships with families and fostering community connections
- 3 *Observing, documenting* and assessing children's development and learning
- 4 Teaching to enhance each child's development and learning
- 5 Planning and implementing an *engaging* curriculum to achieve meaningful goals
- 6 Demonstrating professionalism as an early childhood educator (*new*)

Discussing DAP: Toddlers Drawing on Walls



What happened?

How does this connect to joyful learning? How does this connect to equity?

How would you have handled this situation?

Discussing DAP: Strengths Based

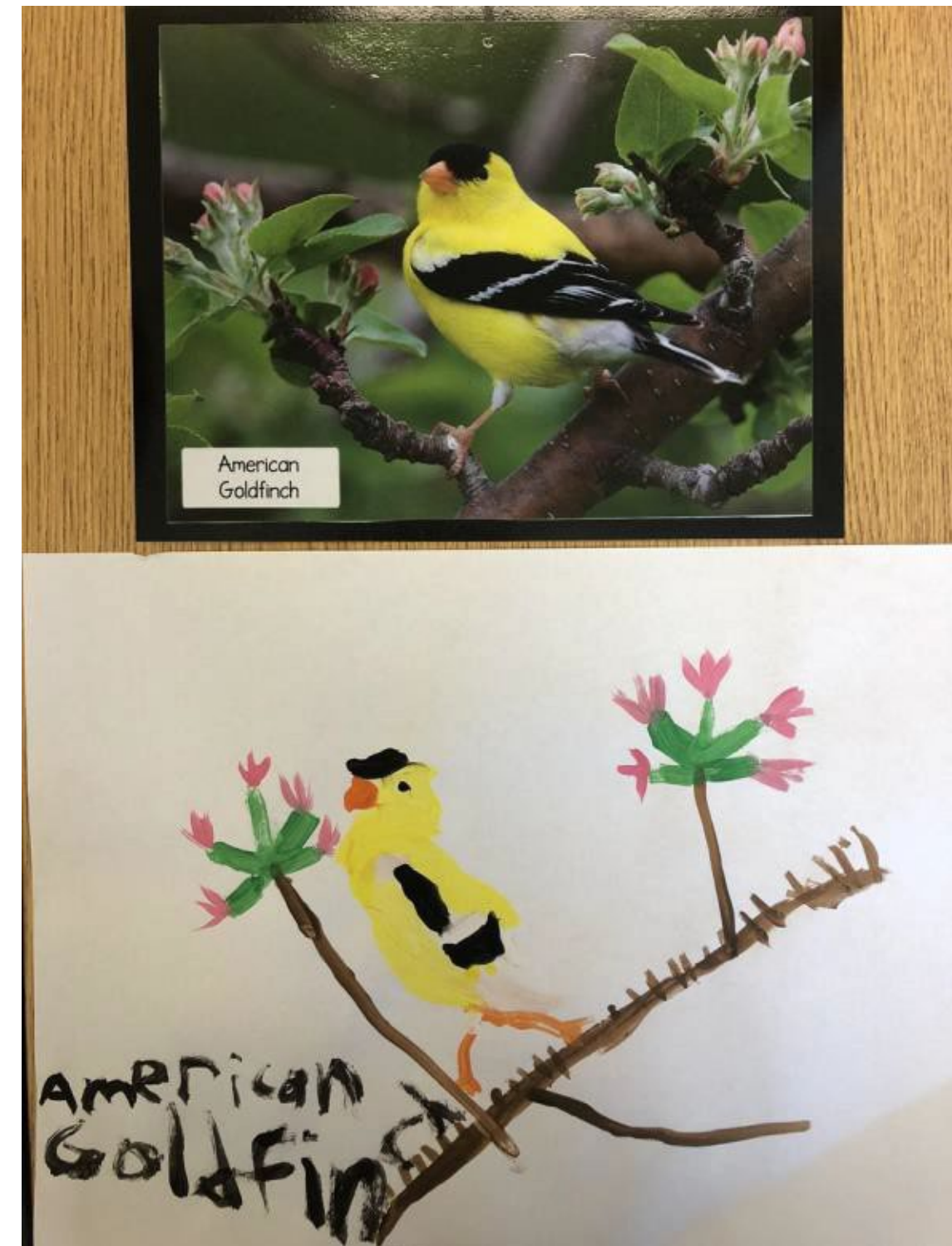


What happened?

How does this connect to joyful learning? How does this connect to equity?

How would you have handled this situation?

Discussing DAP: Discussing Strengths with Families **naeyc**



How do you share children's artwork with families?

How might you think about these two pieces of art differently? How are they alike?

Discussing DAP: Navigating Space



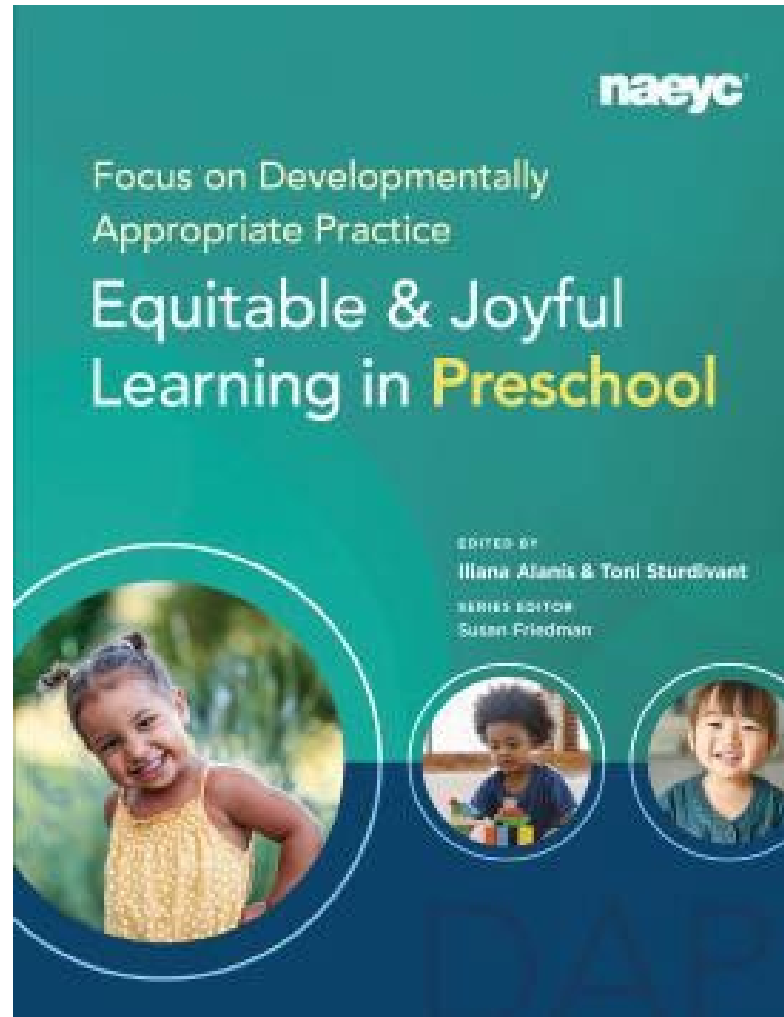
One teacher extended a sorting activity by asking families to send items from home that children could sort in the math center, such as socks, buttons, clothespins, or other objects.



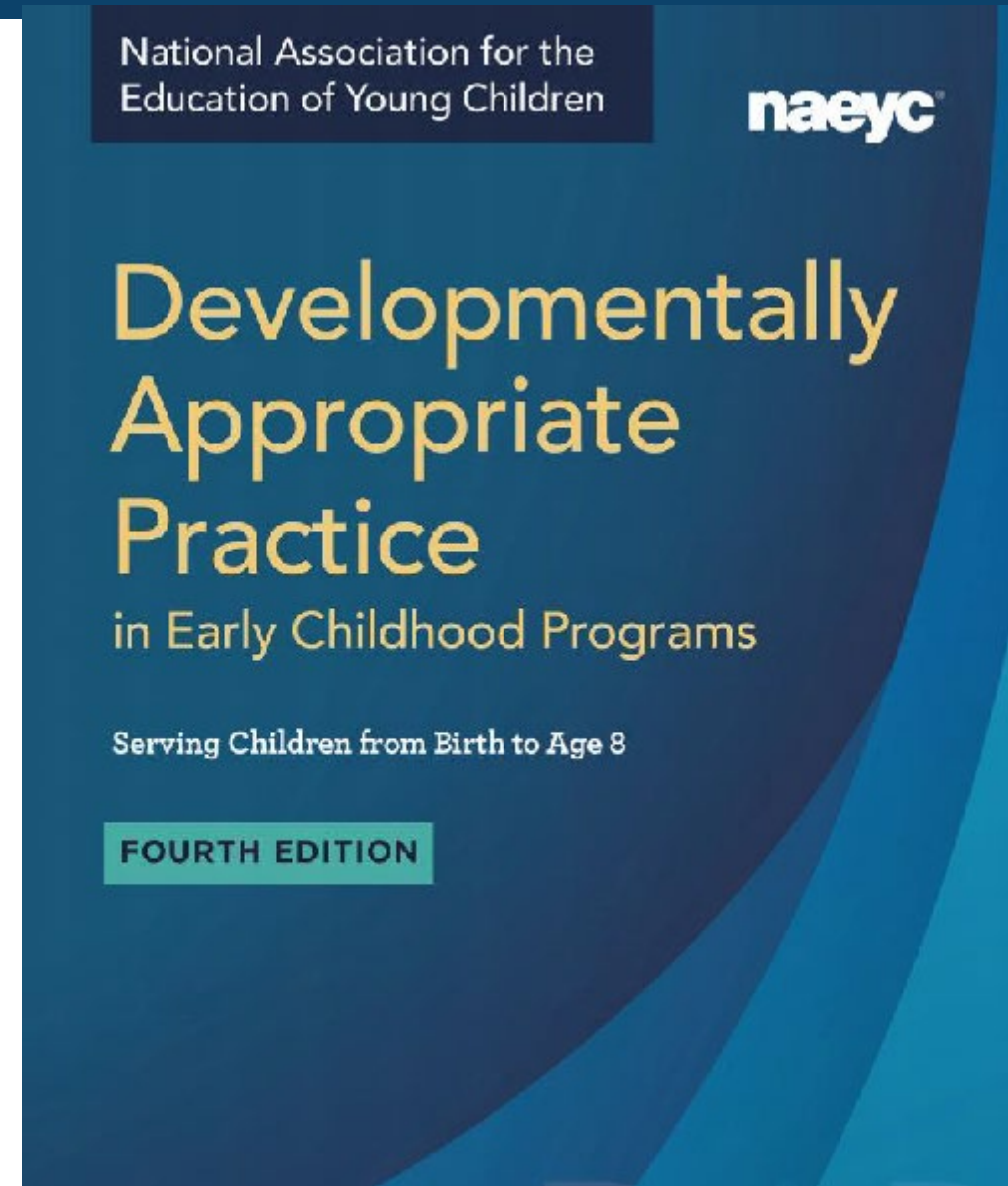
DAP and Families: Selecting Materials; Children's Interests and Agency



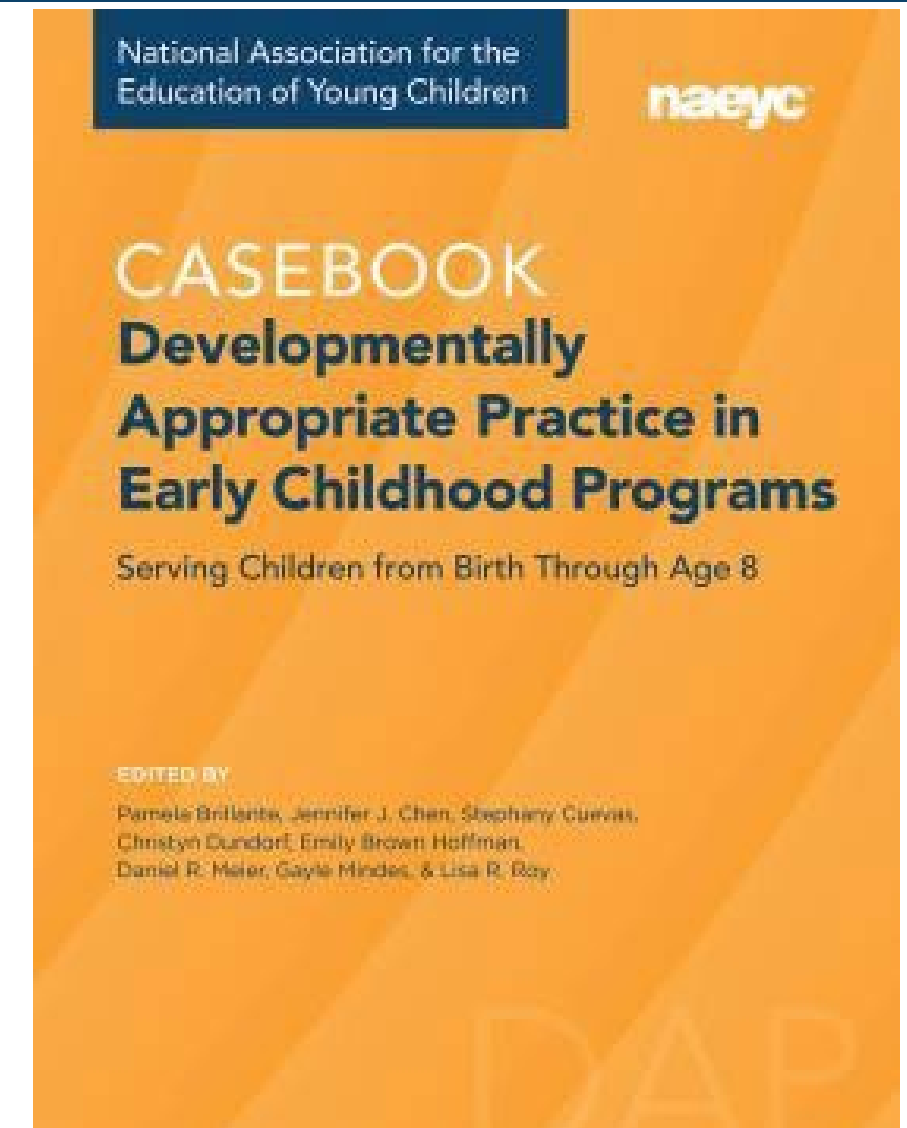
NAEYC DAP Resources: naeyc.org



For classroom educators.
Upcoming: Infant Toddler;
Kindergarten; Early Primary



For all educators; web supports to use in
higher ed, for self reflection and for
trainings



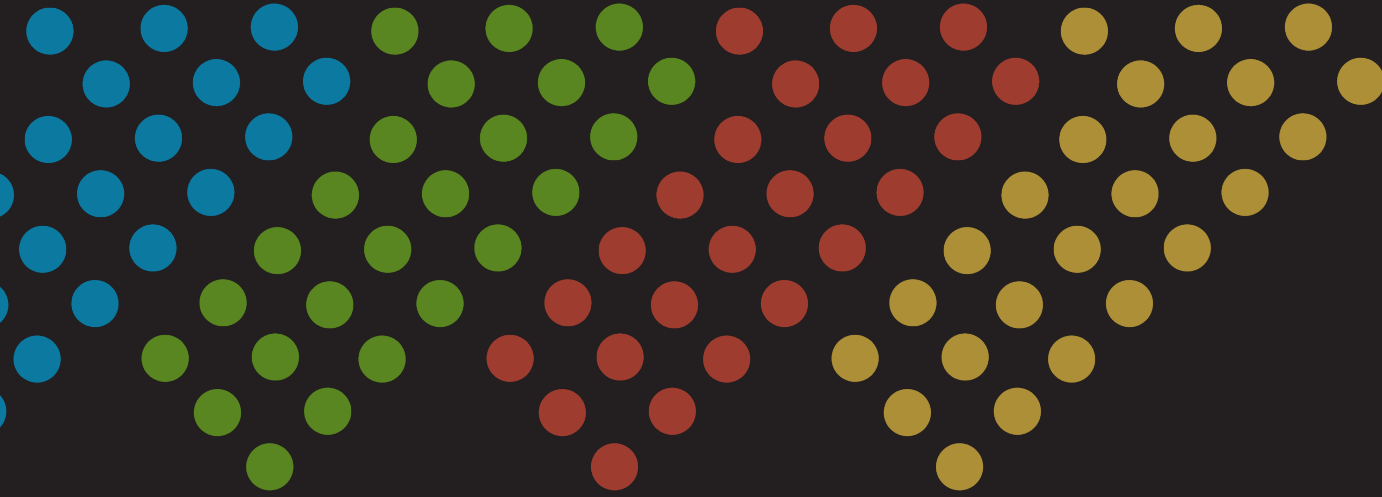
For faculty/students as a
companion to DAP book

DAP Web pages

<https://www.naeyc.org/resources/developmentally-appropriate-practice/>

Book Study Guide

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/naeyc_dap4e_studyguide_new.pdf



Educators as Experts Session

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

Children are Citizens: The Epilogue



CHILDREN
ARE
CITIZENS

Elizabeth Wyrsh-Ba

Early Childhood Educator

DCPS Military Road Early Center

NAEYC Annual Conference 11/19/2022



Kristen Gnau Georgina Ardalan Elizabeth Wyrsh-Ba

AGENDA

- Children Are Citizens Project Context
- Superheroes are Citizens, too
- The Mystery of the Missing Tree
- Eco-Brick Project
- How to start your own project



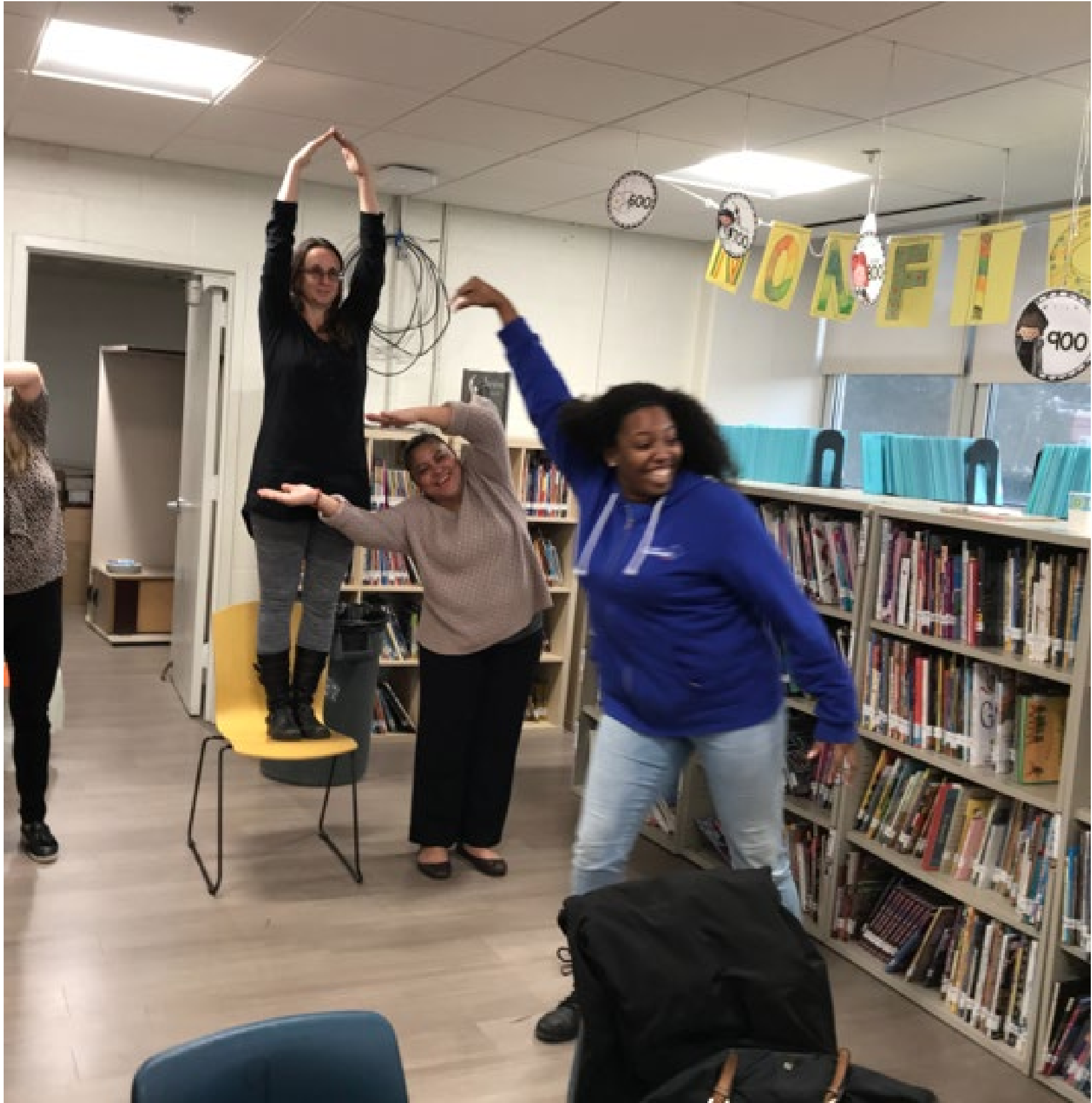
Project Goals

- Enable early childhood educators from schools and community institutions to collaborate on a project that connects children to the city.
- Support the development of children's basic literacies *and* the 4 C's (critical and creative thinking, collaboration, communication) by engaging them as *current* citizens.
- Create a city-wide learning community of children and educators across socio-economic and cultural lines that will cultivate teachers' and children's sense of belonging and commitment to the people and places of Washington DC.

The CAC Framework

- Acknowledge and embrace children's rights as citizens and build on children's competencies
- Survey local and national landscapes to identify projects for children's participation
- Create a compelling invitation
- Build a network of educators who engage children in meaningful curriculum (connected to standards)
- Hold a public event with a shareable project that makes children's learning visible
- Facilitate children's and adults' reflections about what they learned and the project's larger significance

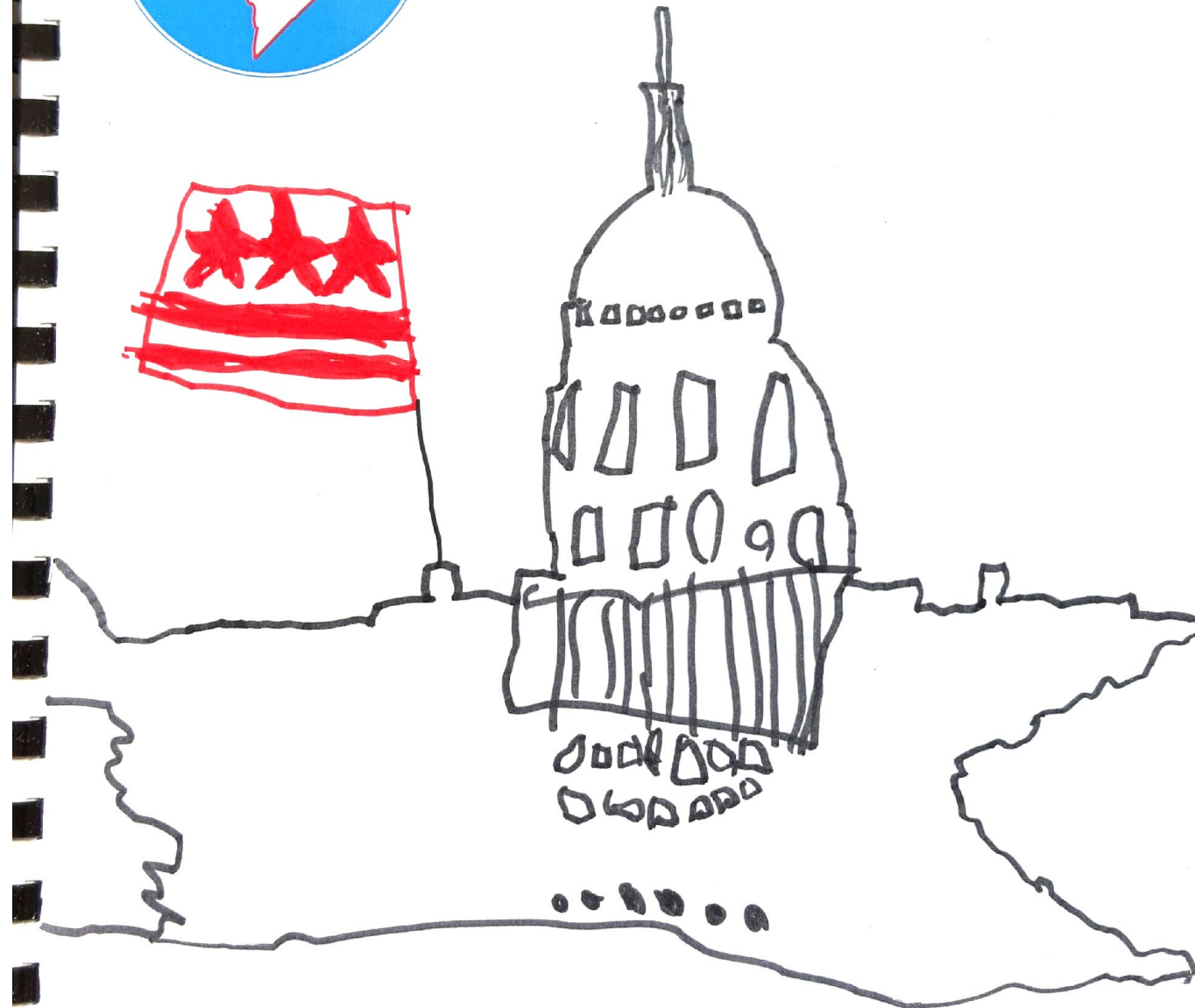








WASHINGTON, DC,
BELONGS TO EVERYONE



ESKAR

Prk, SWS



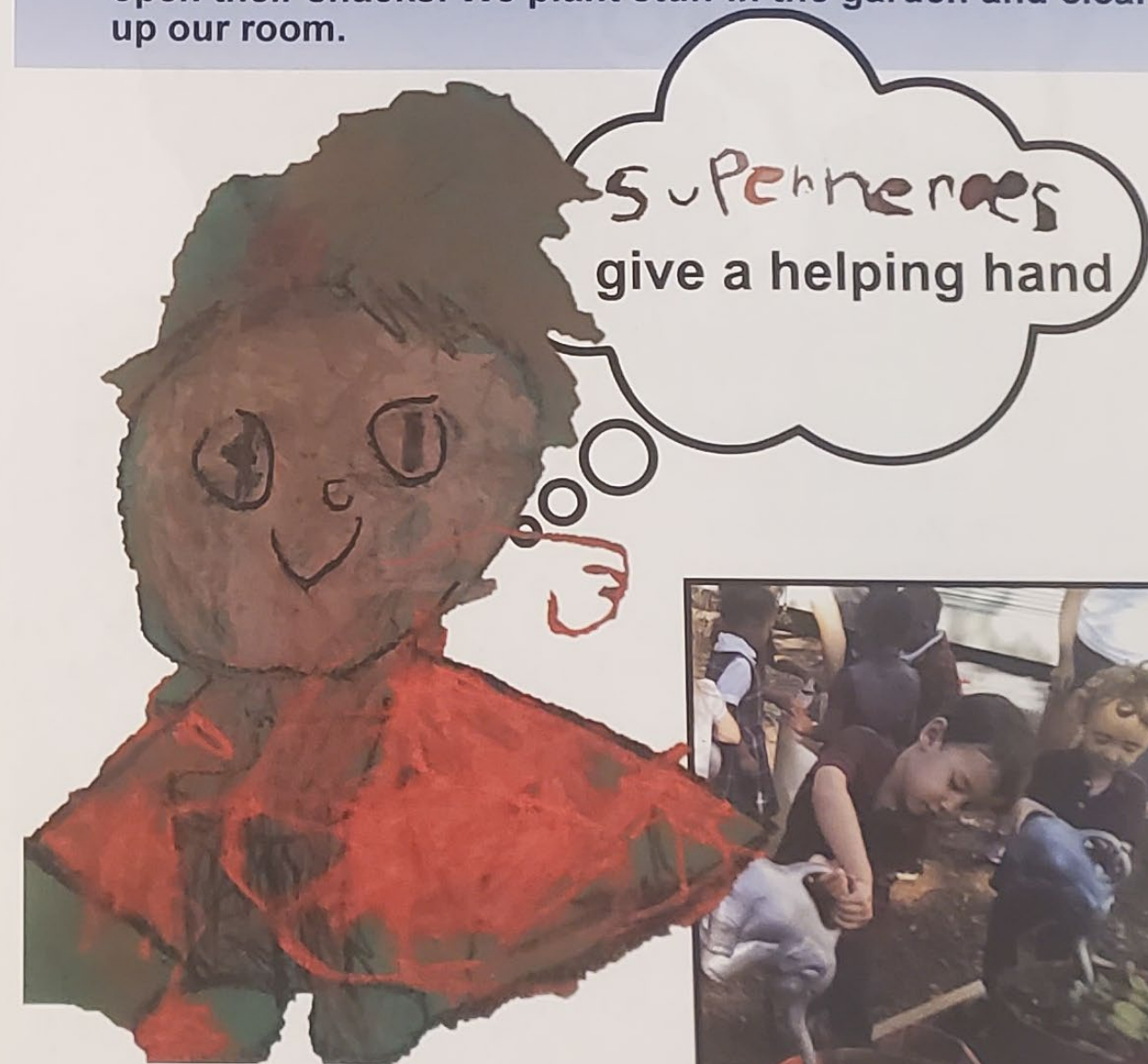
Superheroes Are Citizens, Too

We are a class of preschool students at J.O. Wilson Elementary. The first week of school we chose Superheroes as the name of our class. Since then we have explored what it means to be a preschool superhero in Washington, DC.



At home we help our mommies with the eggs for pancakes and making dinner with the kitchen tools. We help daddy and mommy fix the house because we are strong superheroes.

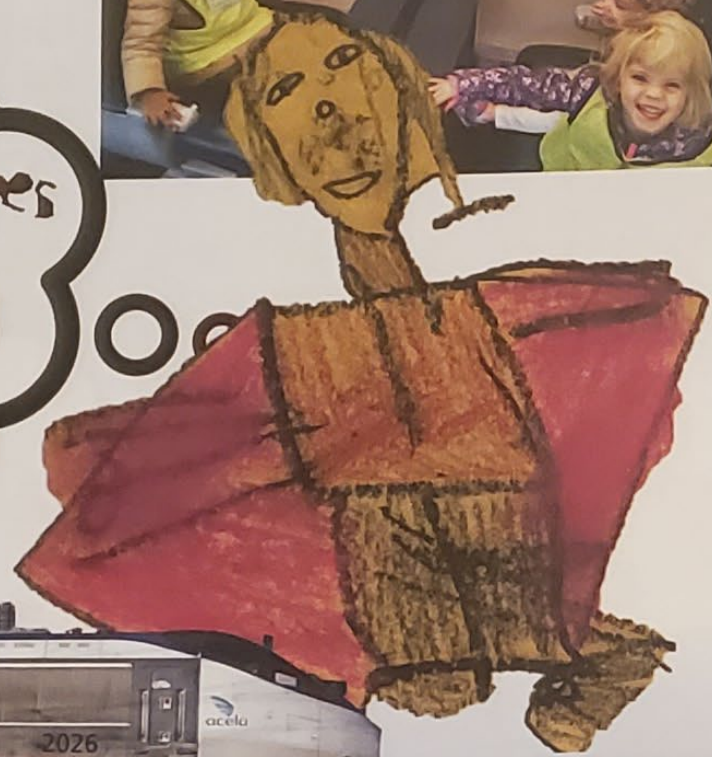
At school we give our friends soft hugs and help people open their snacks. We plant stuff in the garden and clean up our room.



Superhero Glenn



Superheroes travel around the city

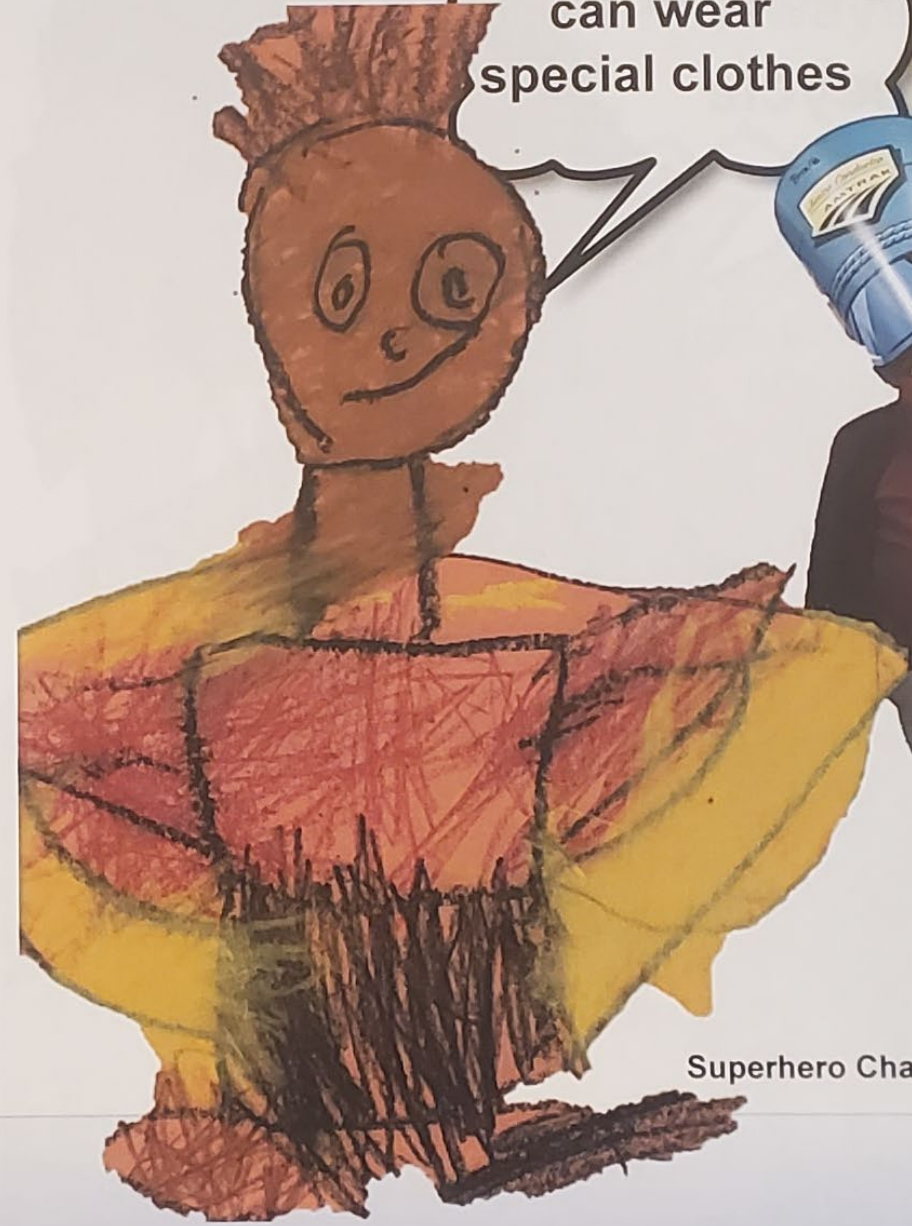
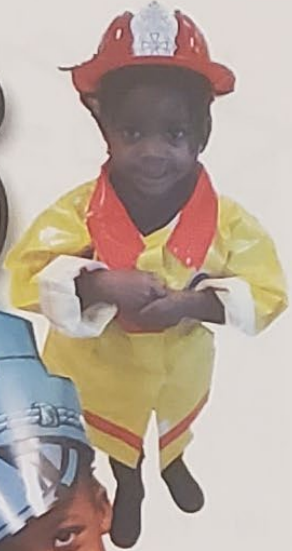


Superhero Vegas

Some superheroes fly but we don't fly. We take the bus, Uber, cars, jumbo jets, walk, and run. Our favorite way to travel is the train. The train goes choo choo. At Union Station the train comes in and takes us someplace else. At the Capitol we took a special train where Jack's daddy and his guys work.



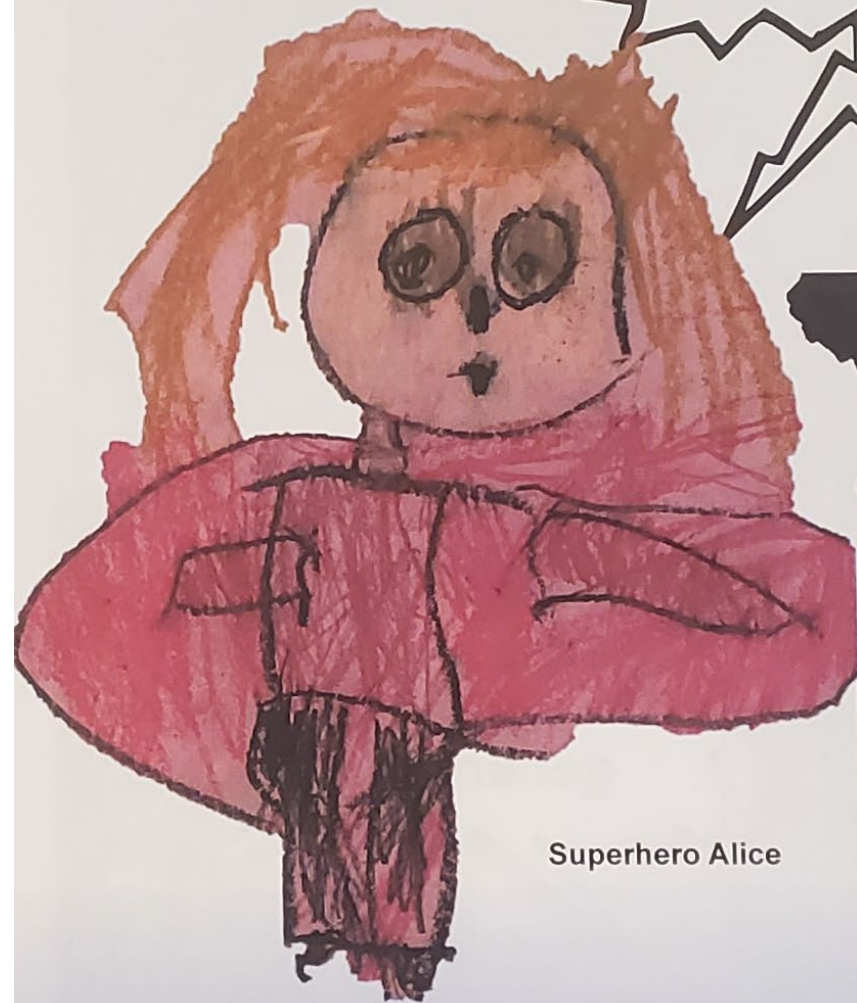
Superheroes can wear special clothes



Superhero Chase

When we use our superhero powers we wear a cape. There are other clothes you can wear to be a superhero. Firefighters wear helmets to put out fires. Doctors wear white coats. Police wear blue clothes. Conductors on the train wear hats with buckles on the side.

Superheroes
always save
the day

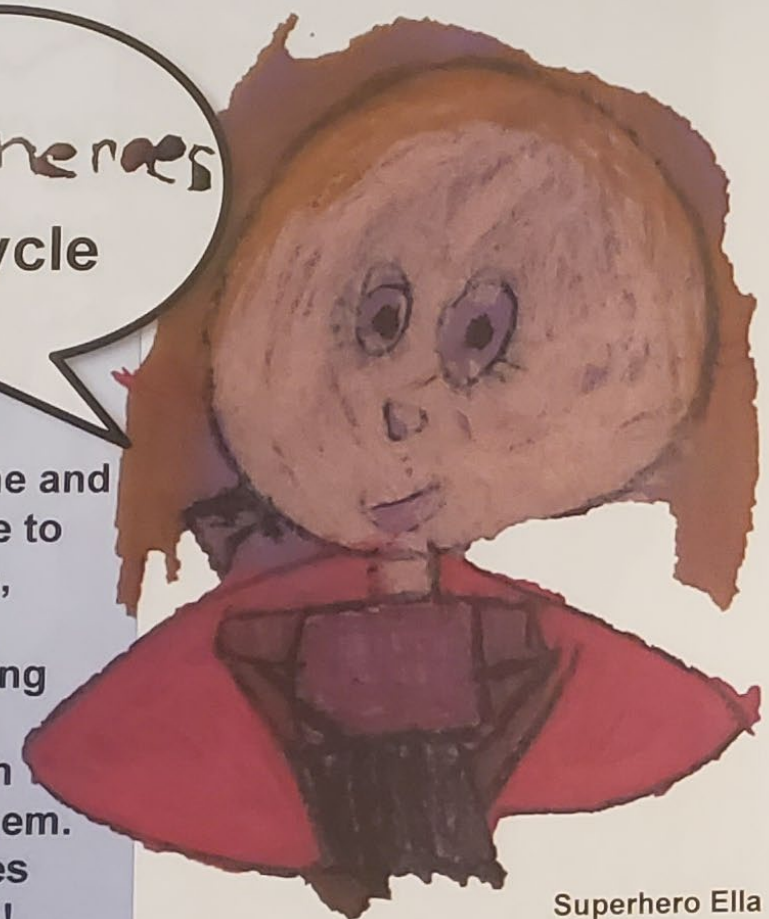


Superhero Alice



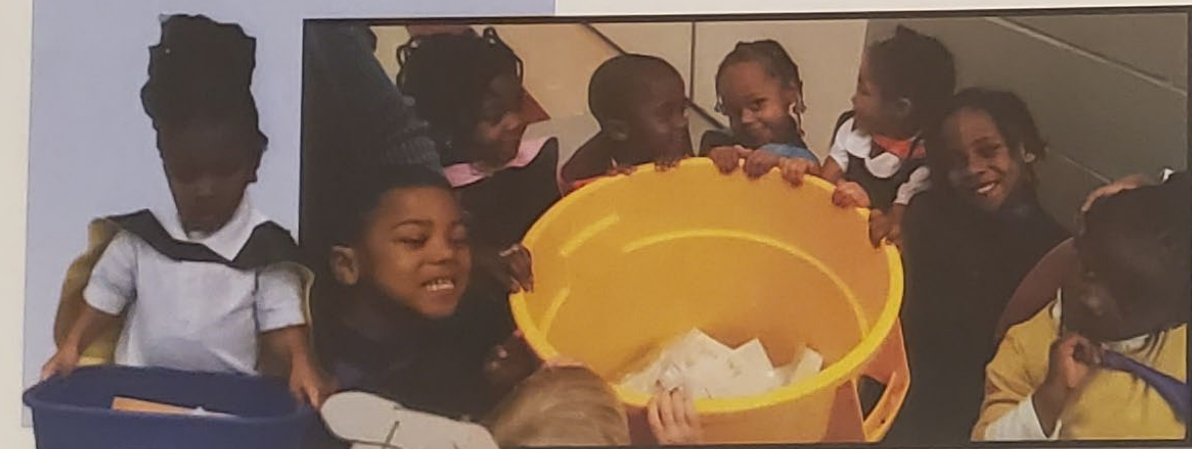
Superheroes can save people in the city. We help our mommy by saving her from spiders. If our mommy fell in the ocean we would get her out. We remind our friends to eat and drink slowly. When our puppy runs away we can catch her.

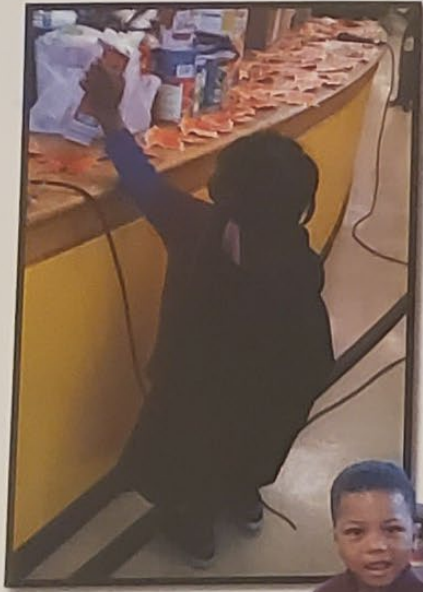
Superheroes
recycle



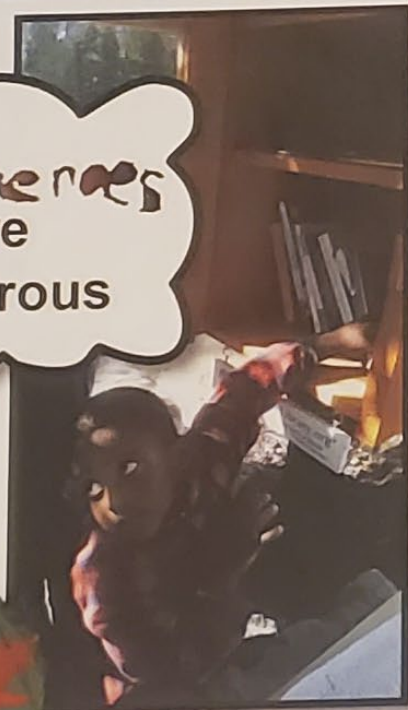
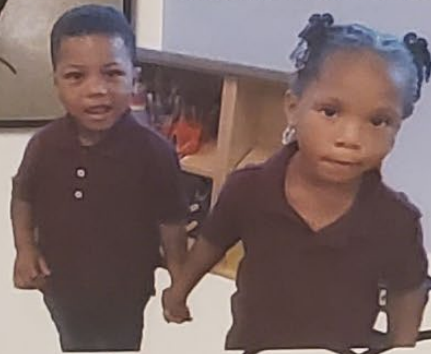
Superhero Ella

We recycle at home and at school. We have to put things (bottles, cans, paper, and plastics) in recycling bins. They go to a big place and trash people separate them. We are superheroes dumping recycling!

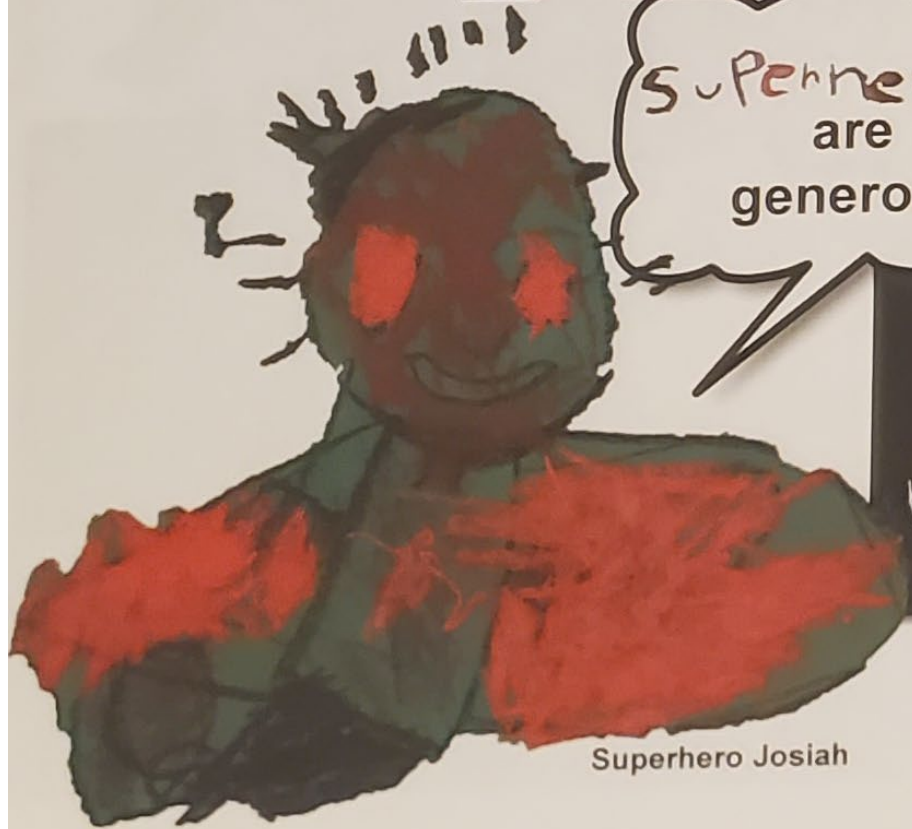




Superheroes give goodies that others need like snacks, toys, water, presents, parties, and band-aids. We put books in the little library on 7th Street. We bring food to the baskets in the cafeteria. Superheroes can also be generous by holding someone's hand.



Superheroes are generous



Superhero Josiah

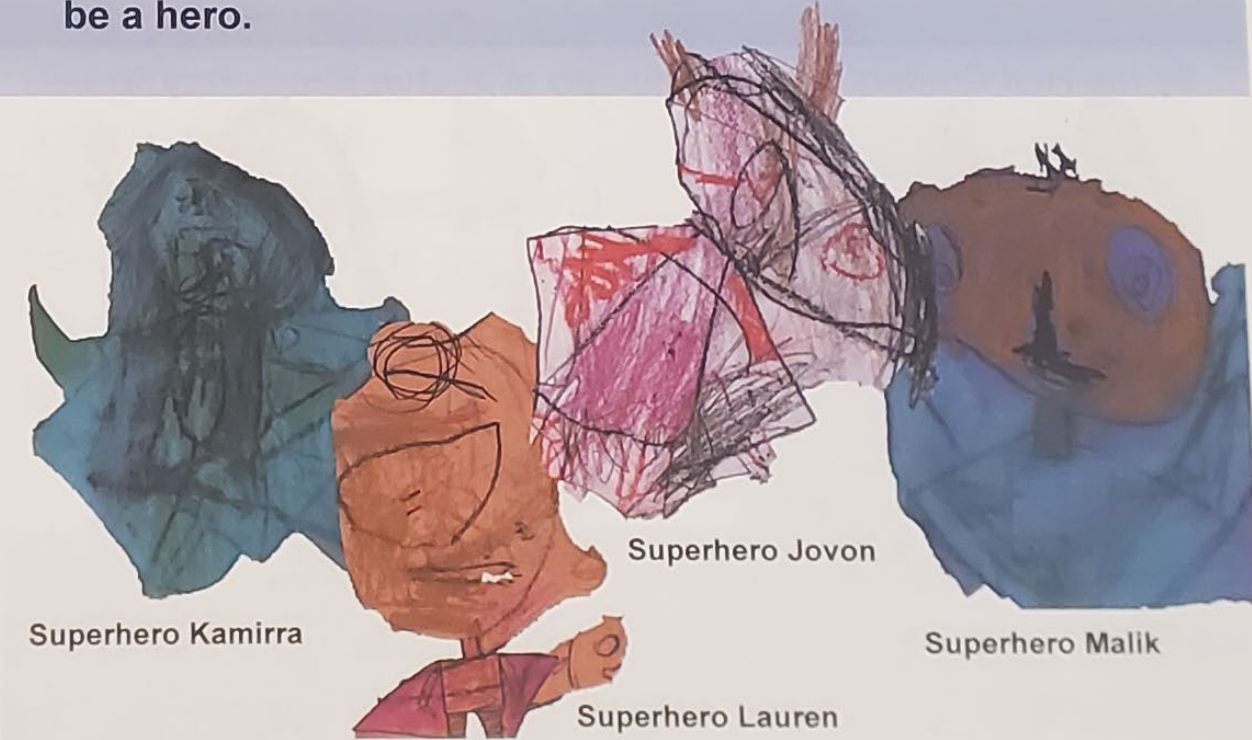


Superhero Jack

Superhero Brielle

Superhero Ahmad

Thank you to all the community superheroes who visited our classroom and welcomed us into their workplaces. We learned so much from all of you about what it means to be a hero.



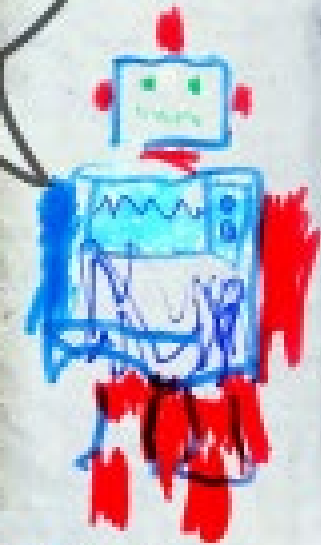
Superhero Kamirra

Superhero Jovon

Superhero Lauren

Superhero Malik

The Mystery of the Missing Tree



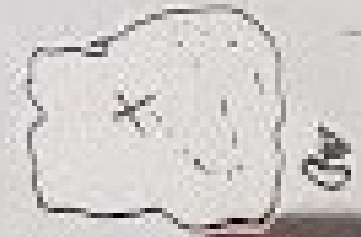
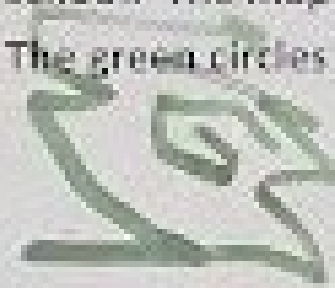
Solved by:

the Robot Preschool Class

at J.O. Wilson Elementary



One November morning, our class followed a map to find the trees by our school. The map looks like a pirate map. The green circles are the trees.



When we came to one tree box we discovered that it was empty, but the map showed a tree there. Where was the missing tree?



We made predictions.

Maybe it got hit by lightning? Maybe it was used to make the arms of a snowman? Maybe it got crashed down by Transformers?



We wrote letters to tree experts to find out where was the missing tree and to ask for a new tree.

The experts wrote back.

We learned ...



...back in the day the missing tree was a really big **Pin Oak**.

...oak trees are awesome for animals because some can eat the acorns and other animals can live in it.

...last school year they realized the tree was sick and weak. They cut it down before it could fall down on people.

...that the city also thought that we needed a new oak tree and hoped to plant a new one this winter.



On **December 15, 2017**, we had a super duper surprise. A truck came to our school with our new tree. It is a **Chinkapin Oak**. Right now it is small and little but with water and sun it will get bigger and bigger until it touches the sky. We decided to name our tree **Sweetie Bell**.



We became curious about what tools and vehicles are needed to cut down and plant a tree. Mr. Matt from the District Department of Transportation (DDOT) answered all of our questions.

These are the steps to cut down a sick tree in the city.

1. The **Bucket Truck** is going around and around. It goes up and cuts branches from the trees.



2. The **worker** wears a hat and gloves.



3. The **chainsaw** is cutting down the tree because there are lots of bugs in the tree.



4. The **wood chipper** is cutting up the tree and making it into little wood chips.



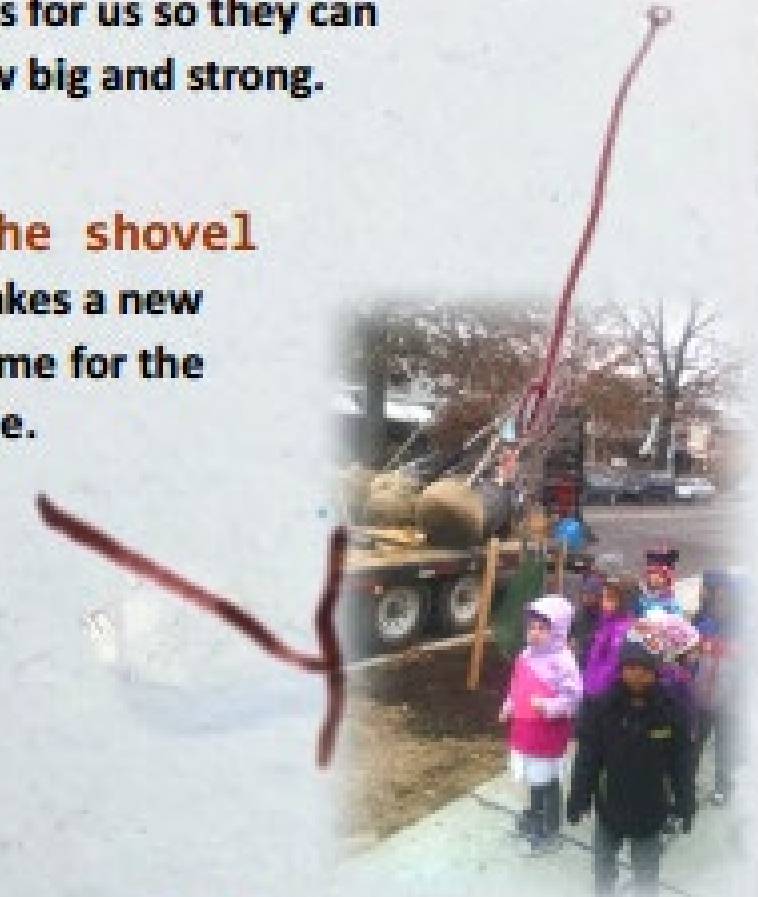
5. He's cutting the stump down with the **stump grinder**.

These are the steps to plant a new tree like Sweetie Bell.

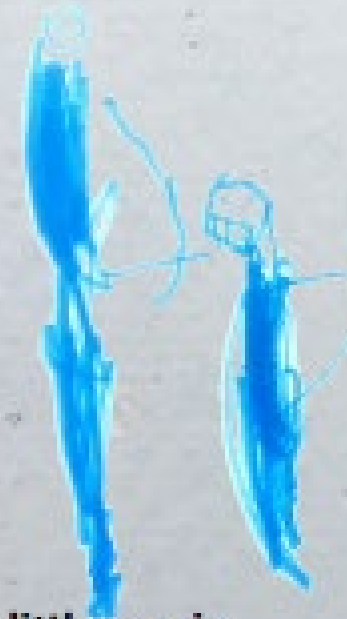
1. The **flatbed truck** brings trees because we want to get more and more trees for us so they can grow big and strong.



2. The **shovel** makes a new home for the tree.



3. The **pickaxe** digs a hole for the tree.



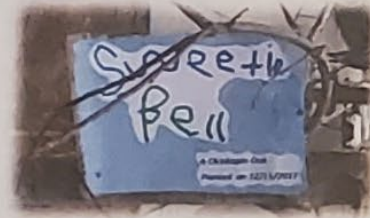
4. The little guy is helping him hold the **stake driver** and it didn't break apart.



5. The **water bag** gives water slowly to the tree. We used watering cans to put water in the bag.

We are so happy Sweetie Bell became part of the family of trees at our school. We are excited to see her leaves for the first time this spring and water her more so she can keep growing.

We want everyone to know her story so we made a little sign. It is made of recycled paper we made in class. The background of each page of our chapter is also a picture of one of our sheets of paper.

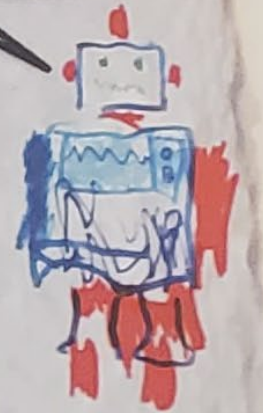
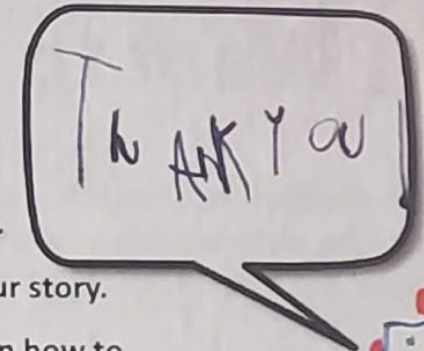


Meet the Authors:



Thank you to everyone who helped us with our story.

- DDOT planted our new tree.
- Casey Trees shared the tree map.
- US Botanic Garden taught us about trees.
- DC Public Library brought us books about trees.
- Wolf Trap Institute taught us how to act out our story.
- National Air and Space Museum gave us tips on how to illustrate books.

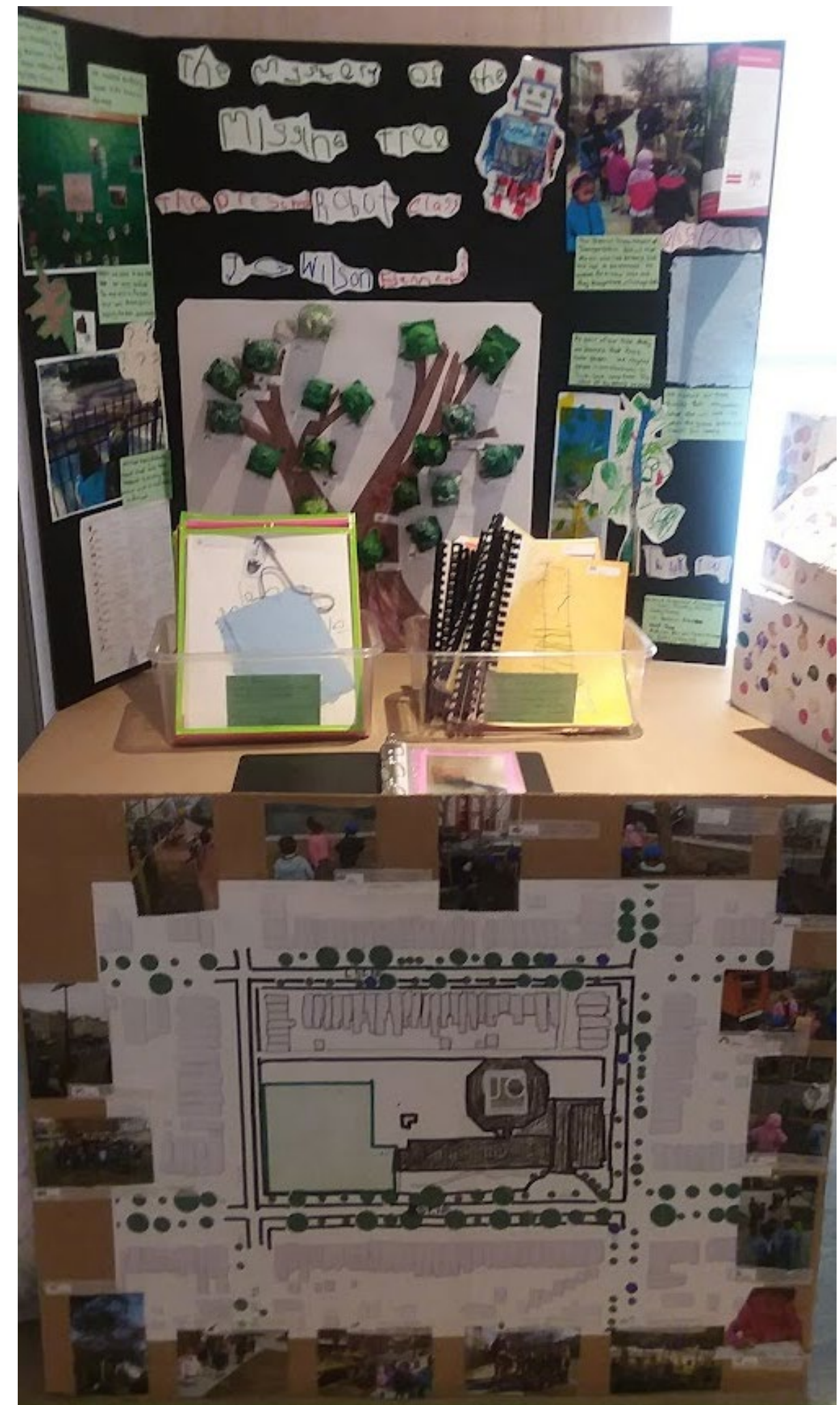


We love our tree and want more!

Do you also want more trees for your school or home? If so contact [DDOT's Urban Forestry Division](#) to ask for trees and to learn how to care for young trees.

Are you curious about the trees in your neighborhood? You can look them up on the map at [Casey Trees](#).



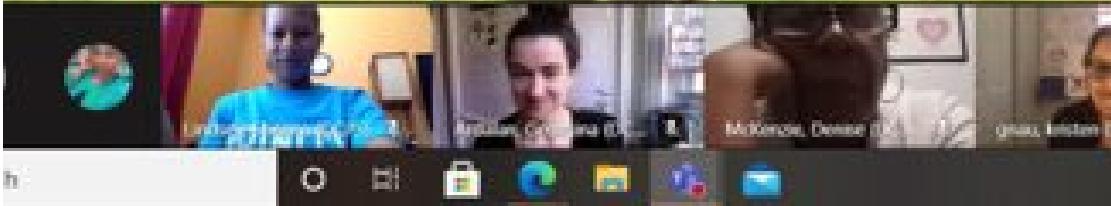




The CAC Framework

- Acknowledge and embrace children's rights as citizens and build on children's competencies
- Survey local and national landscapes to identify projects for children's participation
- Create a compelling invitation
- Build a network of educators who engage children in meaningful curriculum (connected to standards)
- Hold a public event with a shareable project that makes children's learning visible
- Facilitate children's and adults' reflections about what they learned and the project's larger significance

Celebrate Arbor Day with DDOF's Urban Foresters





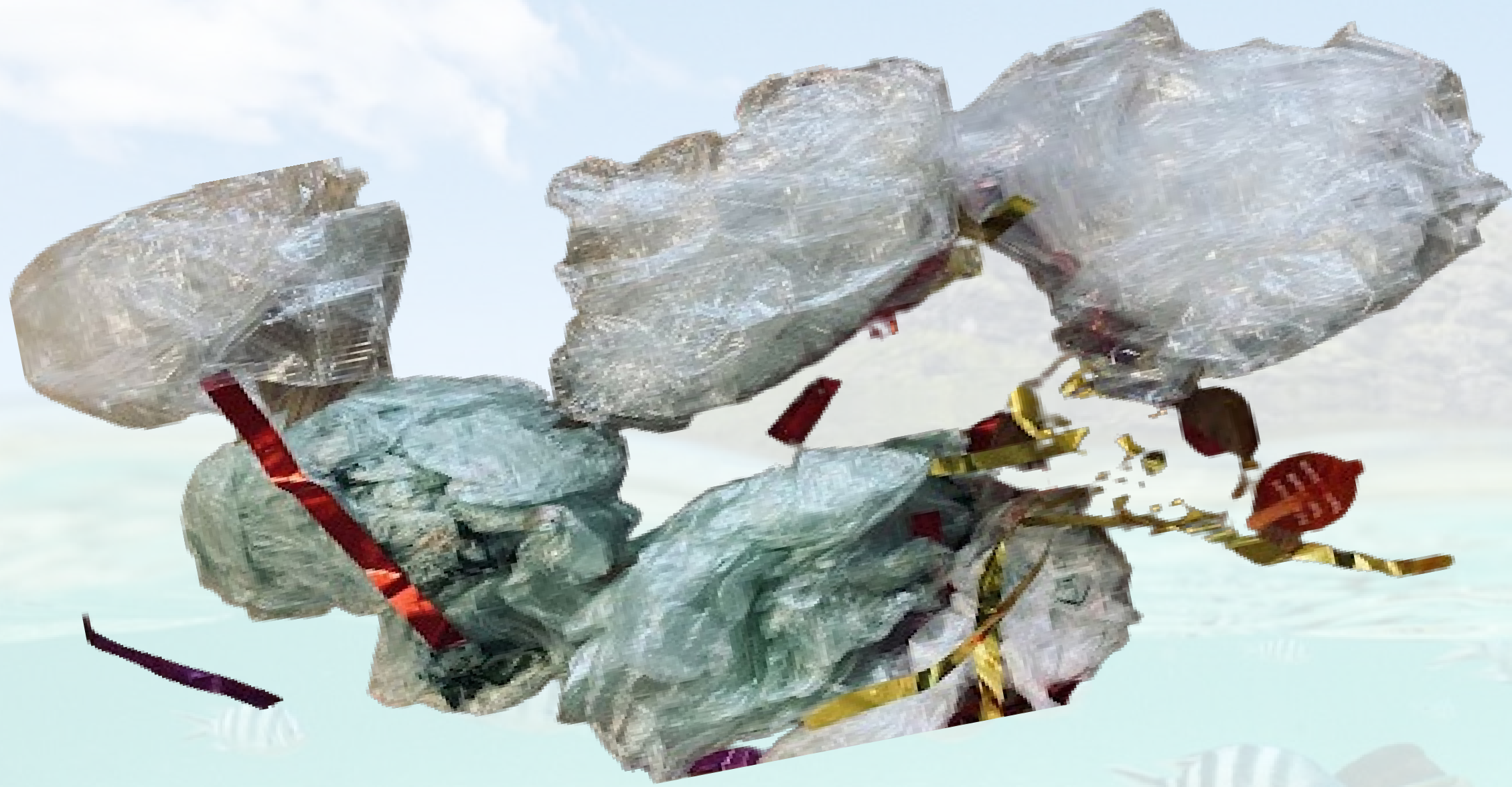


So Much

PLEASE

This is the story of the J.O. Wilson Preschoolers taking action to create something *beautiful* and *useful* out of non-recyclable plastic trash!

Written and Illustrated by J.O. Wilson Preschoolers



Plastic is everywhere!
We have so much flimsy plastic!
And guess what?
It's *NOT* recyclable!

Our Preschoolers wondered:
What can we do with all of it?



We, the Preschoolers at

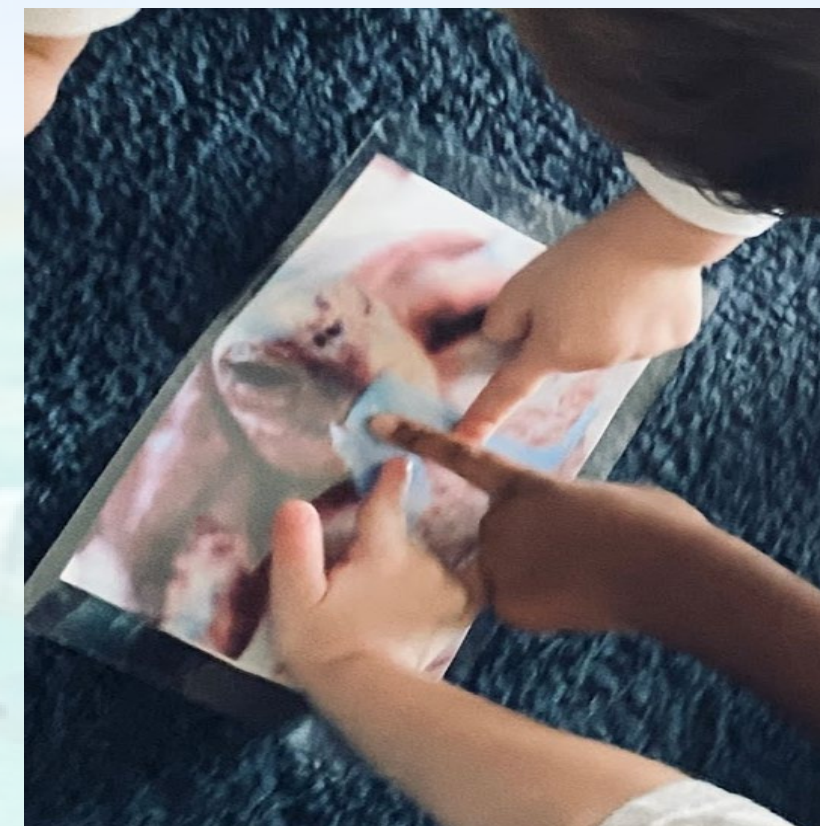
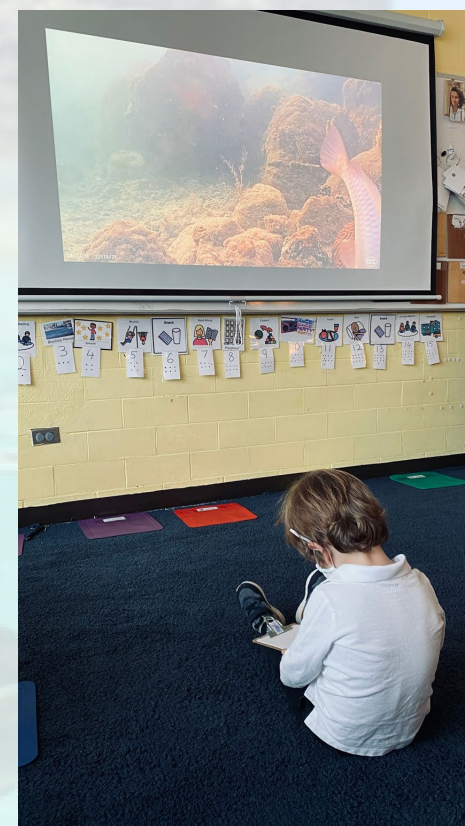
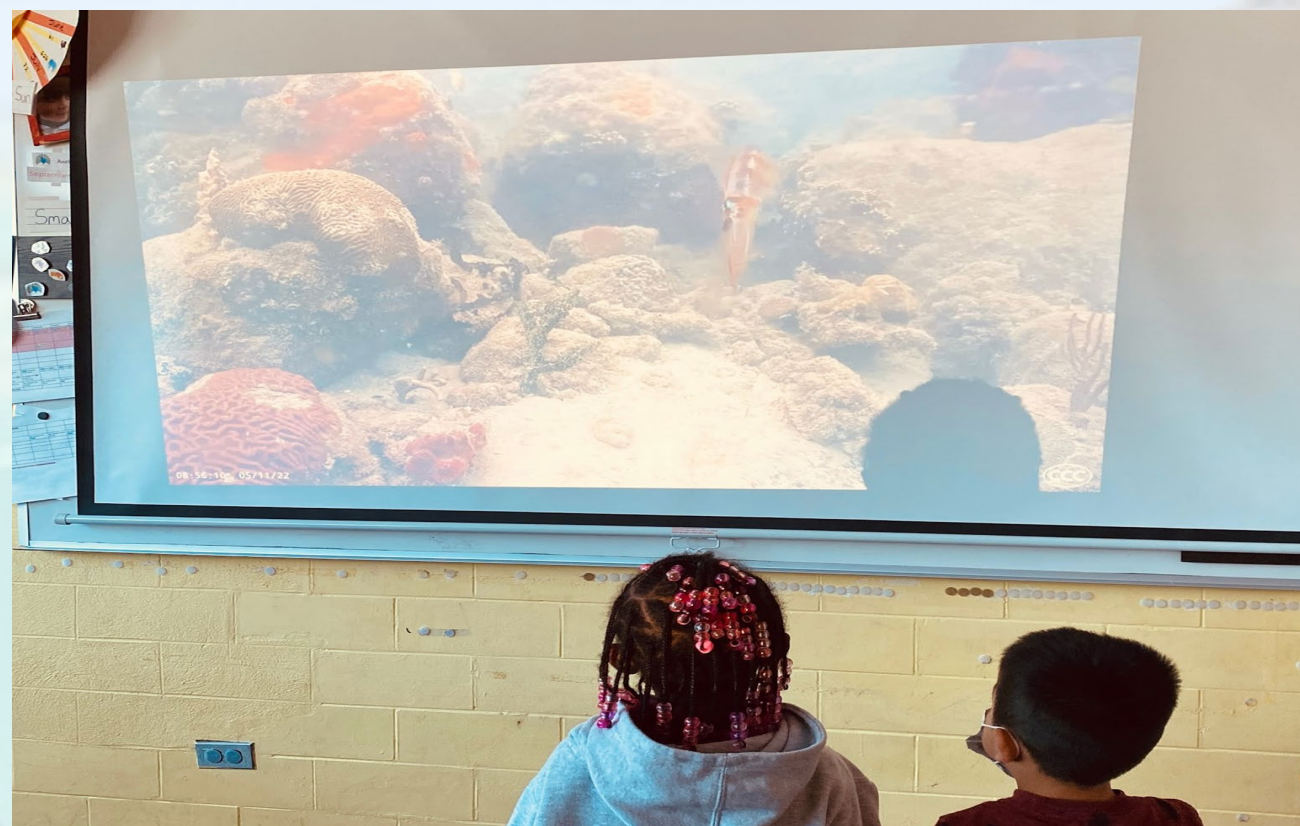
J. D. WILSON

Elementary School,
wanted to help!

But how? What can we
do to help reduce flimsy
plastic in our
environment? Flimsy
plastic is everywhere,
even in alleys!



There are lots of animals that live in the ocean like fish, sharks, squids, octopuses, whales, and sea turtles. Plastic cannot be in the water! The sea animals might eat it and get hurt, sick, or stuck. We started our research and watched an underwater webcam. We drew, observed, studied and danced!



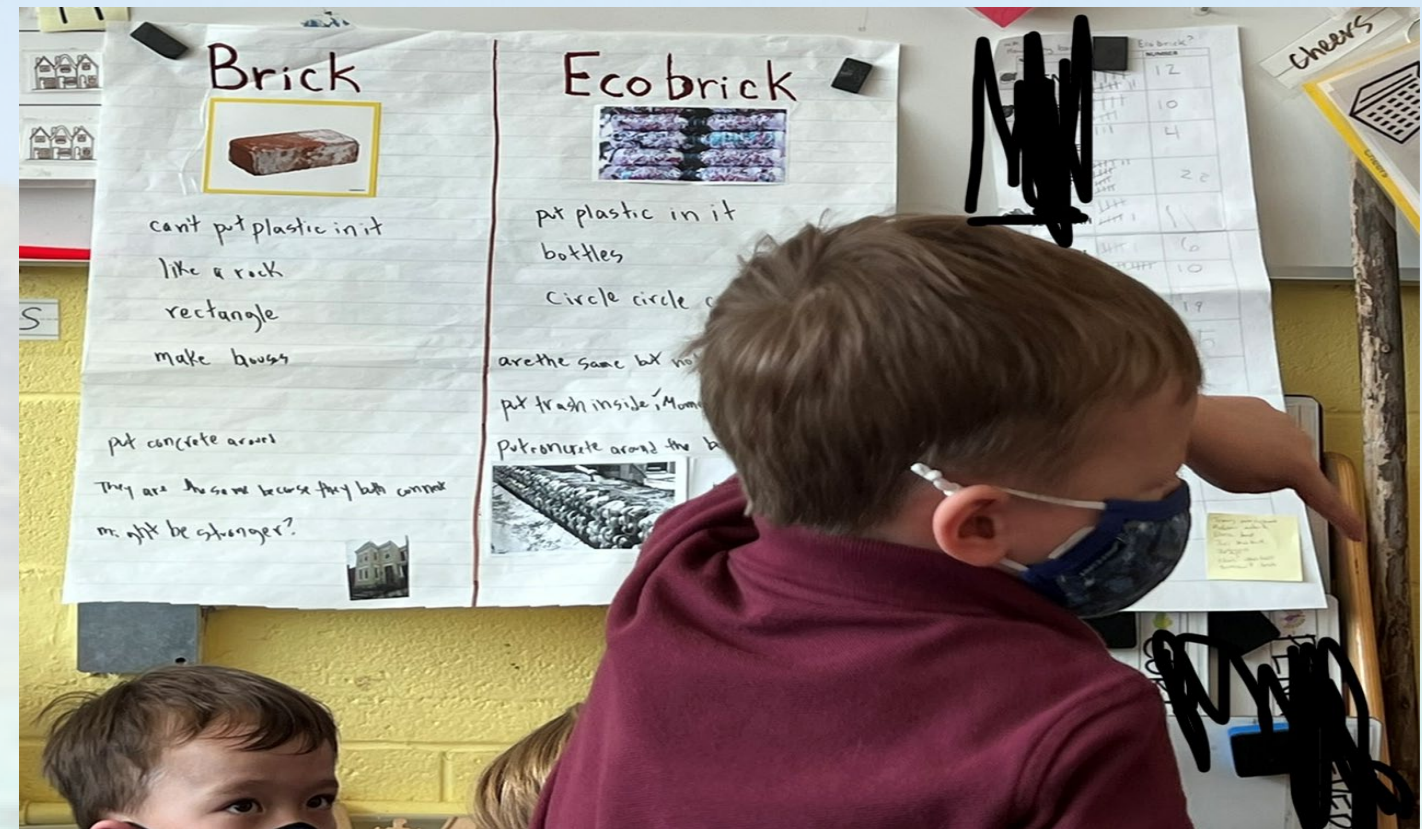
We learned that flimsy plastic is harmful to our

OCEANS

Animals, like Buddy (our eastern box turtle) can think it is food and choke on it. Or, fish can get stuck in it.



Turtle brothers holding hands.



We learned about bricks are any plastic bottle stuffed full of non-recyclable plastic.

ECOBRICKS

Wait a second! We can do that!

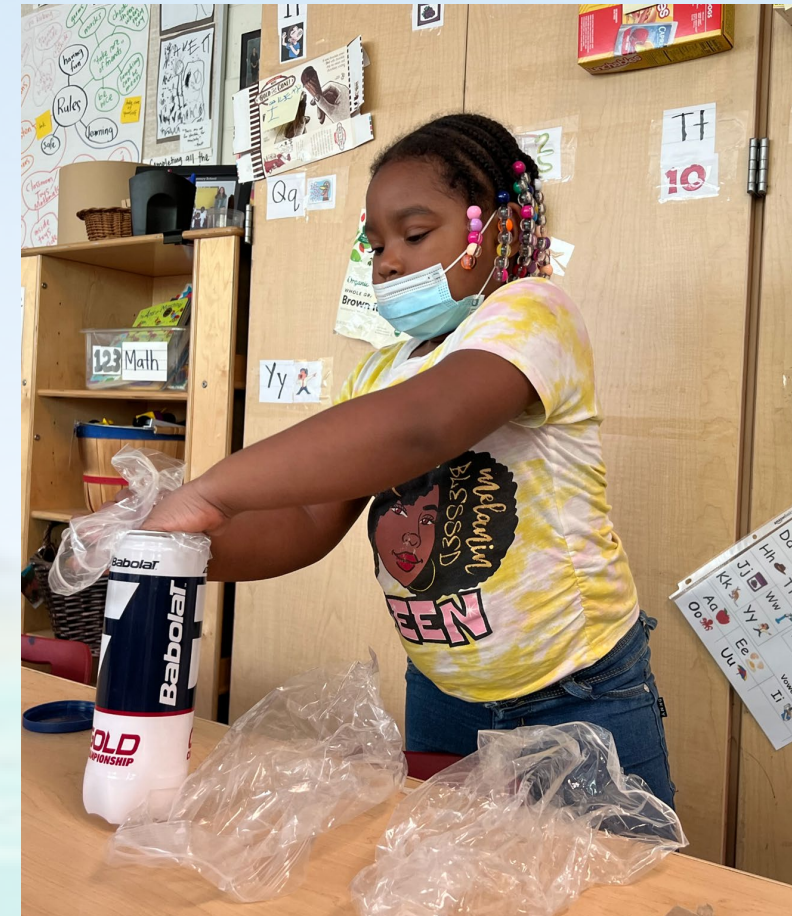
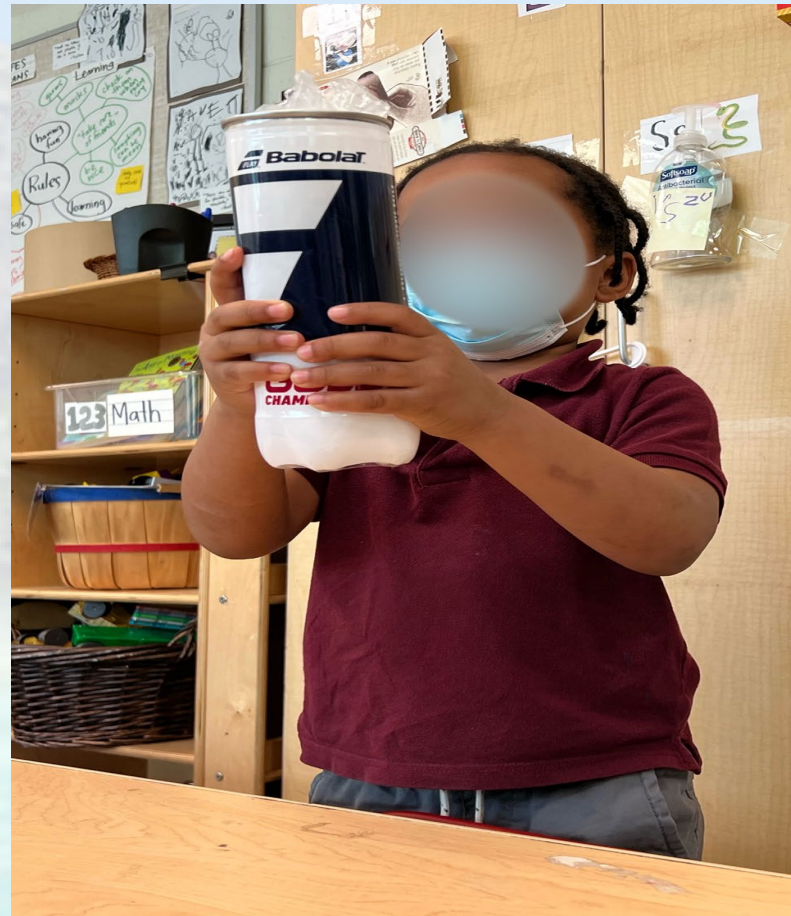
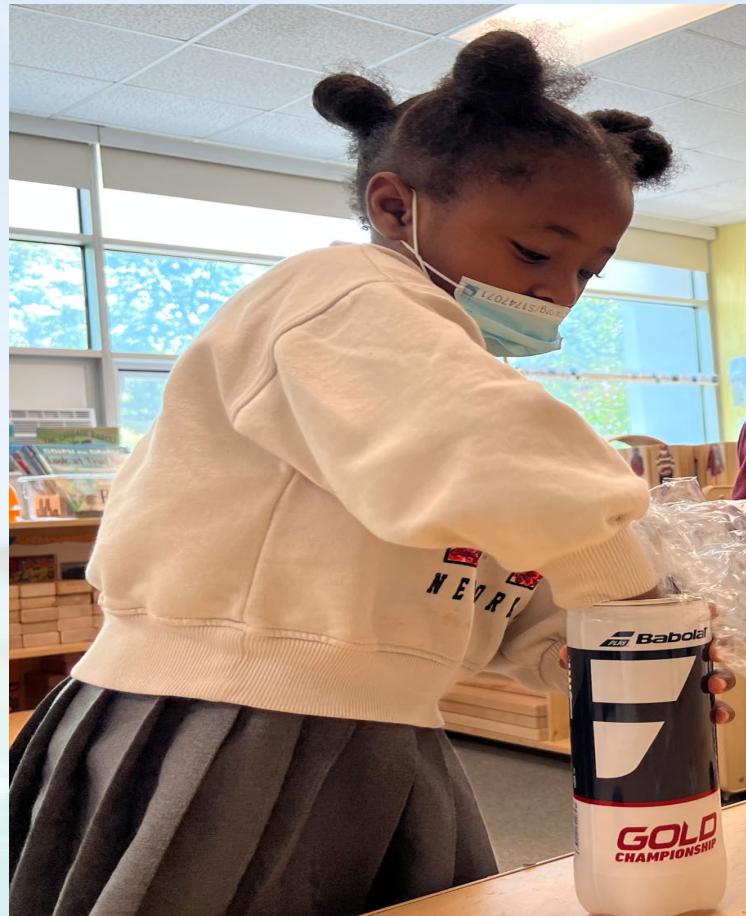


J.O. Wilson students swimming underwater collecting plastic for Ecobricks so turtles don't choke on it.

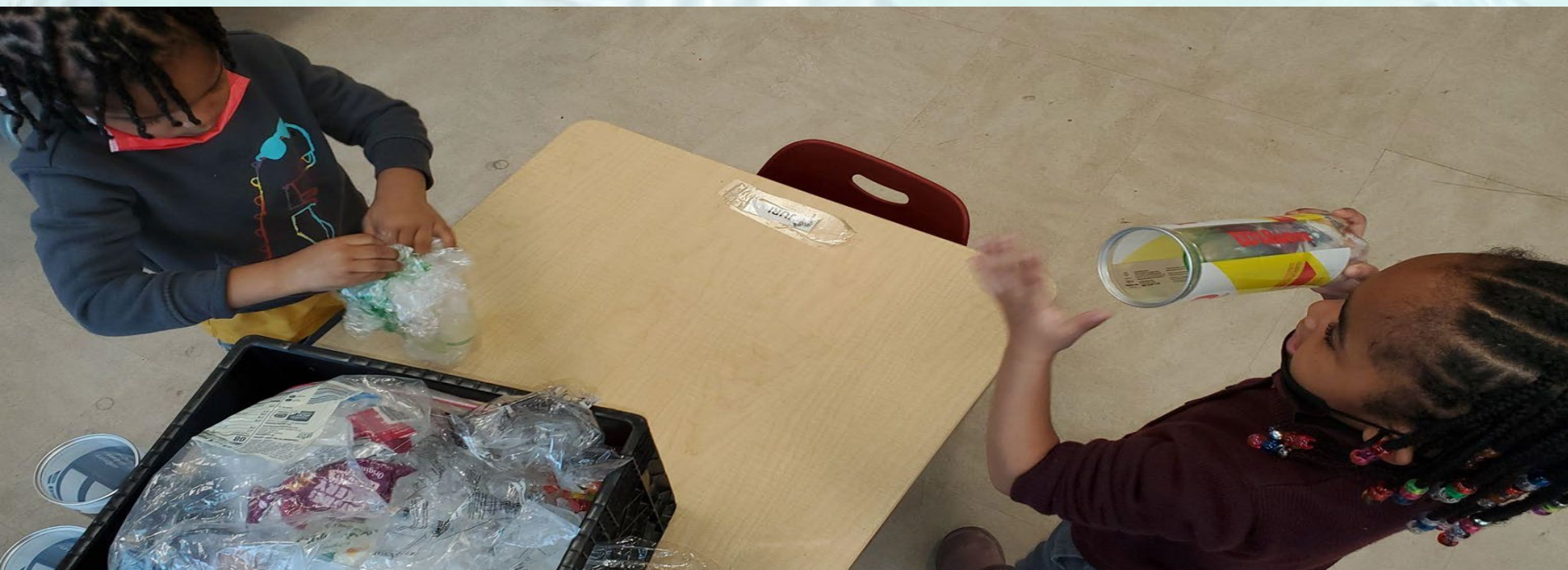


So we stuffed and stuffed! We used tennis ball cans as Eco-bricks and stuffed them full of plastic bags, strings from birthday presents, and mesh from fruit bags. We started to get bold and put in other small non-recyclable plastic materials, such as bottle caps, rapid covid tests and old phone cords! We discovered that there is a lot of non-recyclable plastic in our classrooms and our homes.





We stuffed at home. We stuffed at school. We stuffed over 150 Eco-bricks! The average weight of an Eco-brick is 5.93 ounces. That means we saved over 55.60 pounds of plastic from going into our oceans! That is more than a preschooler weighs!



Make the right choice! Put plastic in an Ecobrick!



We also played with Eco-bricks! We used our imaginations to play with them in different ways!





We played inside our classrooms.





We played outside our classrooms.



Batman sitting on an Ecobrick bench.

Eco-bricks made wonderful towers, but we thought they might make a good seat as well! After all, Batman uses one!



We met Coach Andrew, virtually and he invited us to make an Eco-brick **BENCH** on a tennis court for tired tennis players or ball kids. We thought this would be a great opportunity to teach others about how harmful plastic is to our environment!



By the way... preschoolers make very fast ball kids! We can hold and carry tennis balls, but sometimes we need to sit down and rest.

We wanted to write a book to tell everyone in Washington, what they can do with flimsy plastic. We wrote a draft. Then our friends gave us feedback and we thought carefully about our learning.



Dear Readers,

Our wish:

We hope you play! Run hard, balance carefully, jump high, play with superheroes, and then rest (It's important for our bodies to rest every now and then!). Take a break on the eco-brick bench. You can take a short mediation. A meditation is making space around your heart. Try the hoberman sphere (you can use your imagination if you don't have one), the hummingbird breath (hum like a hummingbird), or the laughing meditation (think of something funny like chicken nuggets and laugh for no reason.) **Please remember to never throw plastic on the ground!** Use it to make your own Eco-bricks.

Our challenge:

This bench is what we came up with. It's the first time we have ever made anything out of Eco-bricks. What can you build? A bench? A castle? A house for little pigs? If you build something out of Eco-bricks, we would like to see it! Please send us an email at EcobrickchallengeDC@gmail.com.

Happy Building!

Love,

The J.O. Wilson Preschoolers

Here is how you can make an Eco- Brick:



1. Get an empty tennis ball can.



2. Save your non-recyclable flimsy plastics. (These are the soft plastics, like plastic bags, mesh bags from fruit or soft food wrappers- be sure they are clean)



3. Stuff your can!



4. When it is too hard to squeeze it's full!

Congratulations! You just made an Eco-brick!
What will you make next?

On the Bench — But Not Sitting Out

J.O. Wilson Elementary Preschoolers Keep Plastic Out of the Trash with Monthslong ‘Eco-Brick’ Bench Project

by Kayla Benjamin June 8, 2022



CURRENT NEWSPAPER



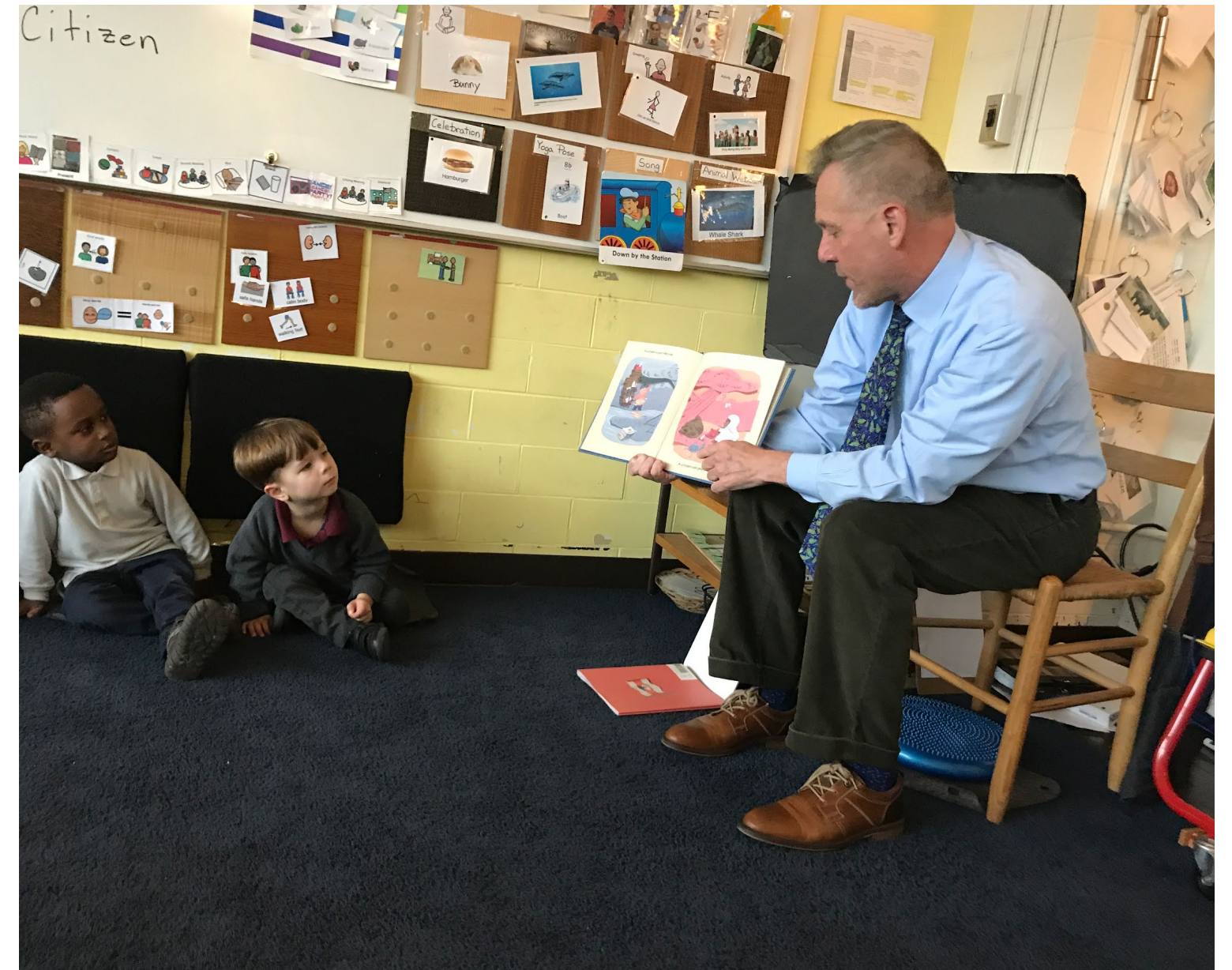
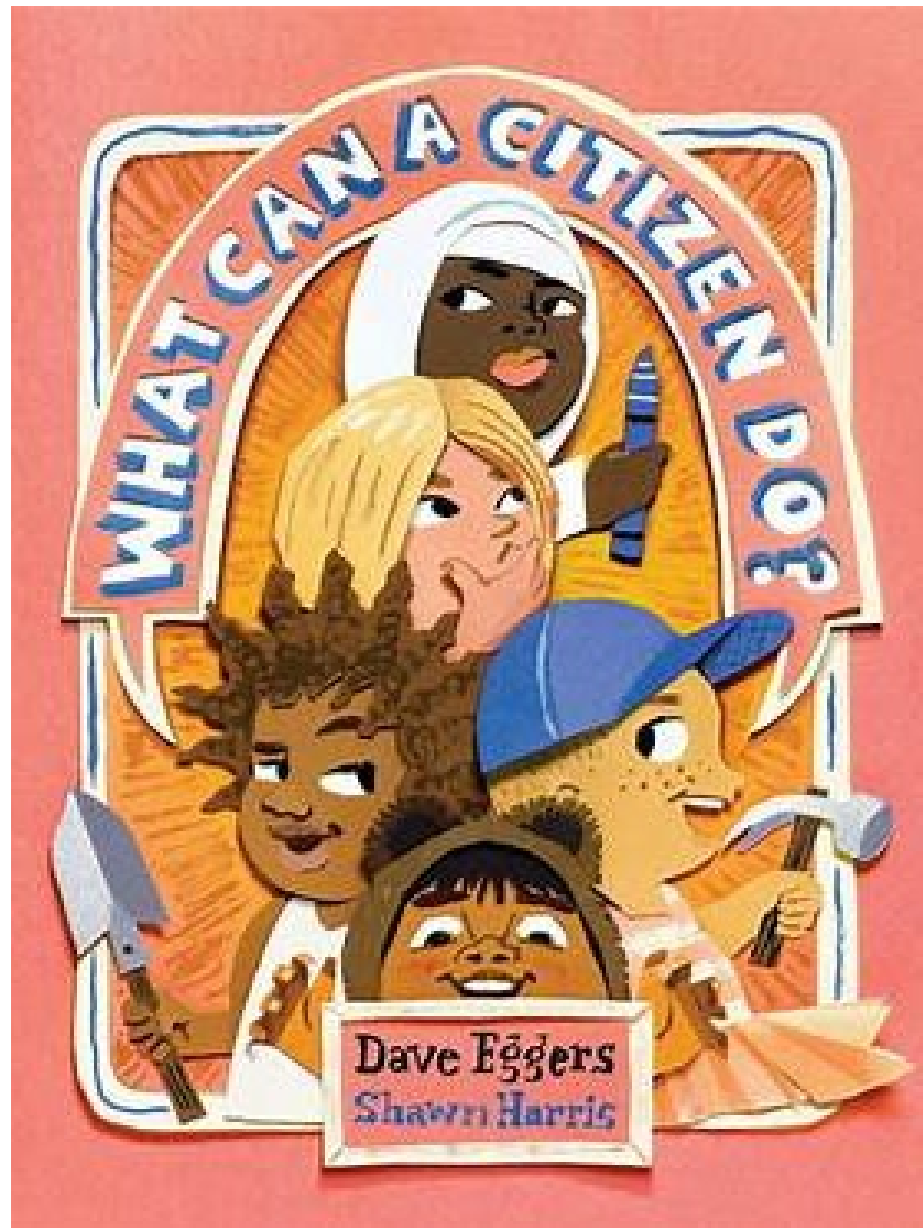
When Georgina Ardan looked out at her preschool class this year, she started to see a COVID-era pattern many have missed: an explosion of extra plastic wrappers. School lunches and breakfasts now included individually wrapped everything, from sandwiches to utensils.

“I couldn’t throw all this plastic away,” Ardan said.



The CAC Framework

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Embrace children's rights as citizens

Build on children's competencies

PZ
PROJECT ZERO

THINKING ROUTINE TOOLBOX

CORE THINKING ROUTINES POSSIBILITIES & ANALOGIES

PERSPECTIVES, CONTROVERSIES & DILEMMAS OBJECTS & SYSTEMS

PERSPECTIVE TAKING WITH ART OR OBJECTS

DIGGING DEEPER INTO IDEAS SYNTHESIZING & EXPLORING IDEAS

INTRODUCING & EXPLORING IDEAS

Core Thinking Routines	
See, Think, Wonder	
Claim, Support, Question	
I Used to Think... Now I Think...	
Circle of Viewpoints	
Connect, Extend, Challenge	
Compass Points	
Think, Pair, Share	
Think, Puzzle, Explore	
What Makes You Say That?	

Museum

See Think Wonder

Mariam
 Teddy
 Ava
 Ryker
 Emma
 Colin
 Dylan
 Eyoel
 Irrai
 Senaf
 Asha
 ZANYAH

a building
 a lot of people
 Big, like a circle
 see people

Hand
 Hand, right there
 a hand
 a hand
 a hand

The hand is on the house
 taller than a museum
 think it's a museum
 a museum
 Doctor's office

Maybe where you
 change your hairs?
 or maybe a toy store?

Survey our local and national landscapes



Create a compelling invitation



Provocations

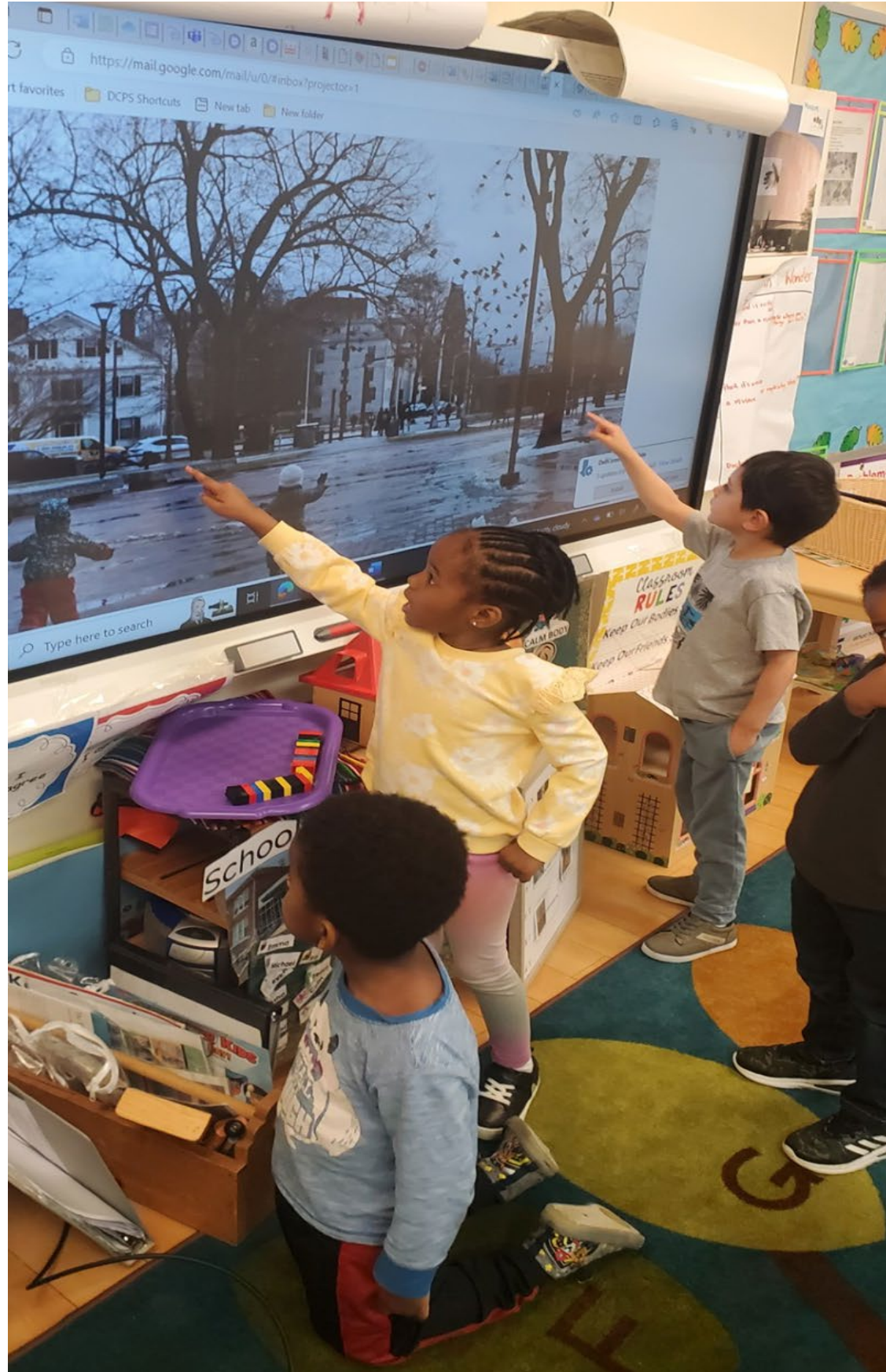
```
graph TD; A([Provocations]) --- B([Who does Washington, DC belong to?]); A --- C([What are your favorite places in Washington, DC?]); A --- D([Who are important people in Washington, DC?]);
```

Who does
Washington,
DC belong to?

What are your
favorite places
in Washington,
DC?

Who are
important people
in Washington,
DC?

Build a network of educators



Contact: dcpzec@gmail.com

A shareable project that makes children's learning visible



Children are Citizens: The Epilogue



CHILDREN
ARE
CITIZENS

Elizabeth Wyrsh-Ba

Early Childhood Educator

DCPS Military Road Early Center



High Quality Teaching Practices

Tamika Hill

04/2024

High-Quality Teaching Practices Categories

1. Building Relationships
2. Exhibiting Cultural and Social Responsiveness
3. Assessment
4. Creating Supportive Learning Environments
5. Classroom Management
6. Supporting and Building Language
7. Engaging in Reflective Practice
8. Intentional Planning

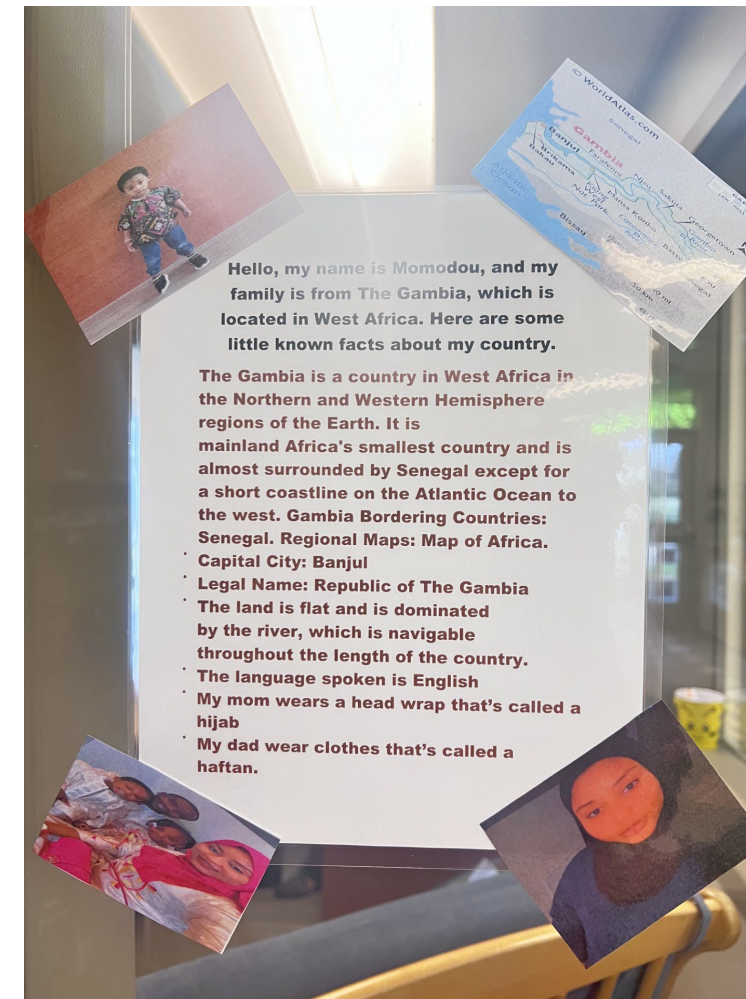
Building Relationships

- Staff to Children
- Staff to Staff
- Children to Children



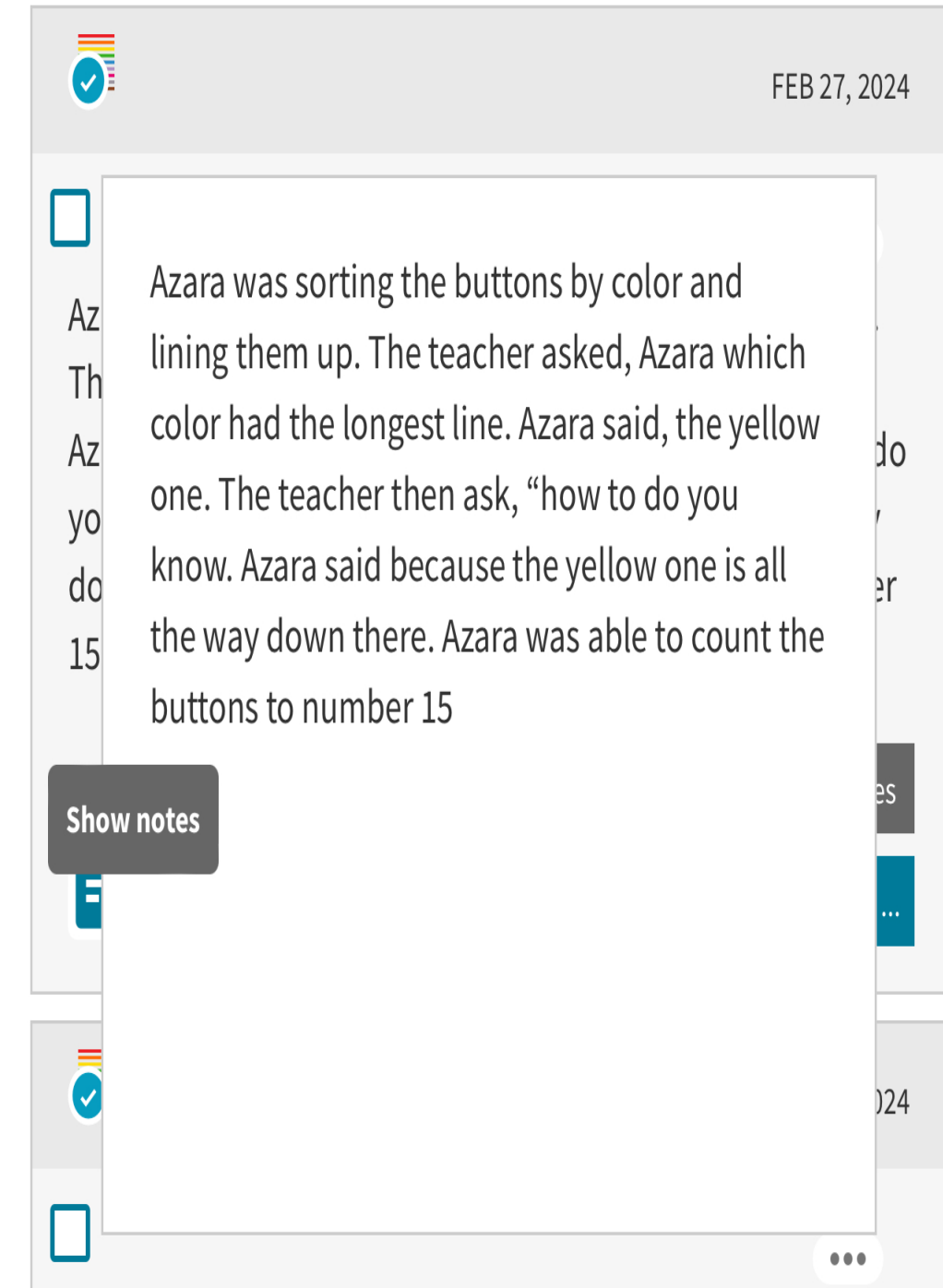
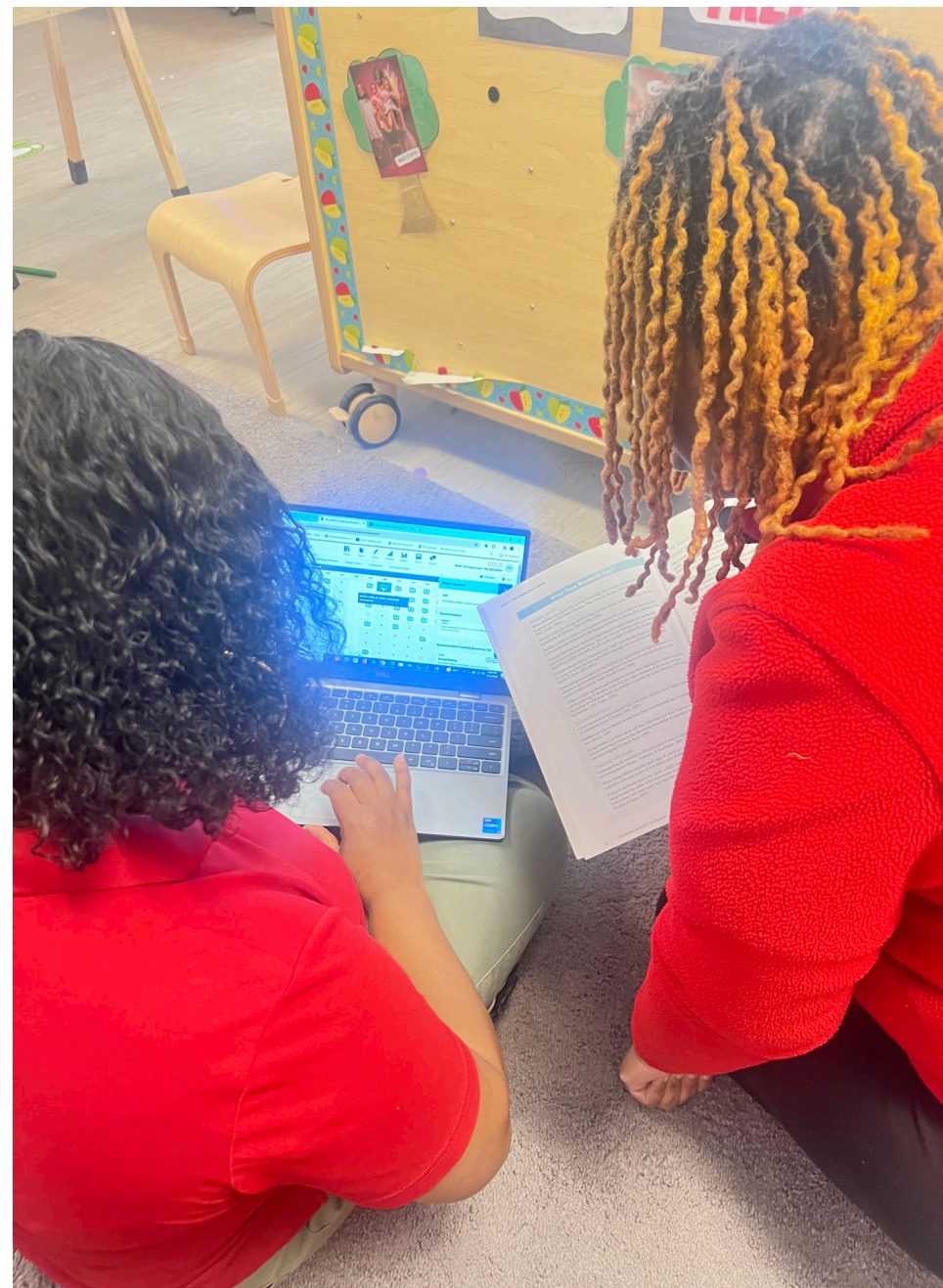
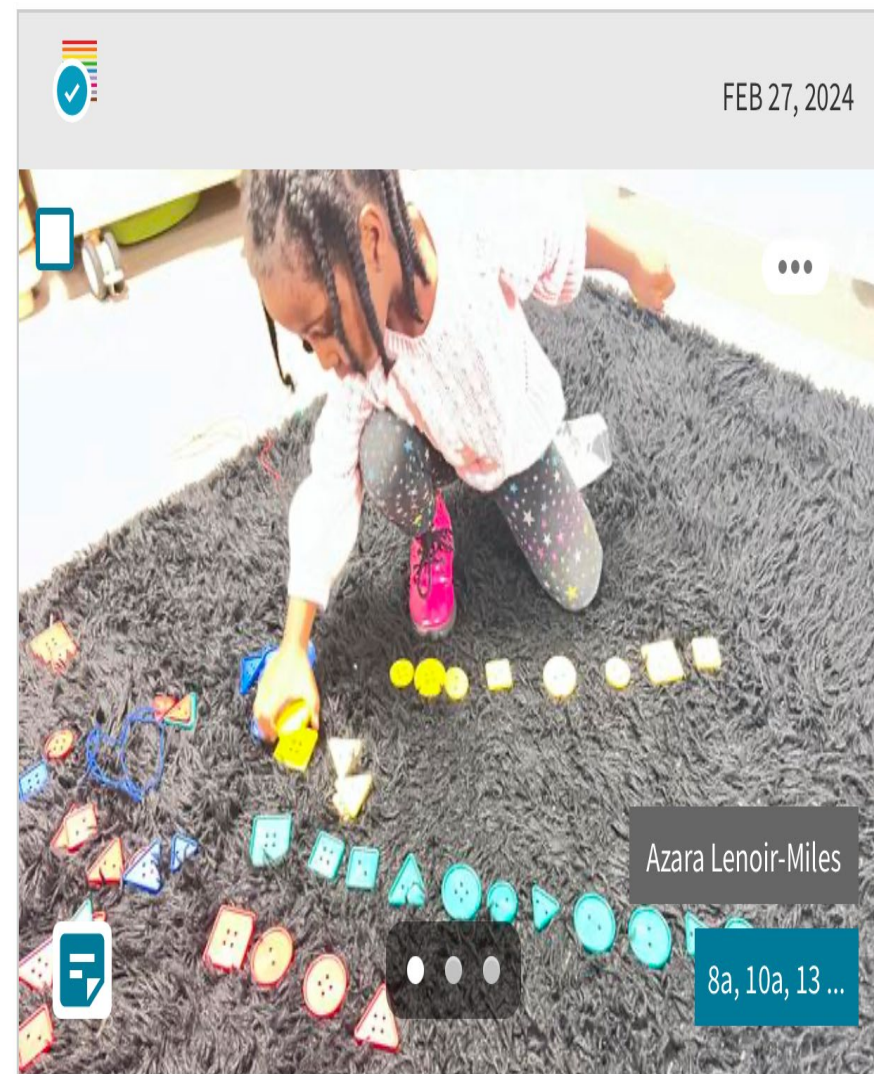
Exhibiting Cultural and Social Responsiveness

- Understand and learn from each child and family
- Cater to each child's strengths and needs
- Focus on Child and Family experiences



Assessment

- Individualized
- Evaluates children's experience
- Formal and informal



Creating Supportive Learning Environments

- Enhances children's development
- Children benefits
- Fosters healthy relationships inside and outside the classroom



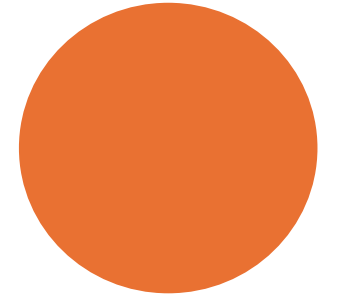
The children were figuring out what to use to make our garden flourish.



The children are picking vegetables from the garden and learning their choices to water garden solved the problem of "How we grow fresh fruits and vegetables" they are preparing to take the vegetables home to share with their families.



Classroom Management



- **Increases productivity**
- **Job-embedded professional development increases classroom management**



Supporting and Building Language

- Reliant on peers and adult
- Expressive and receptive



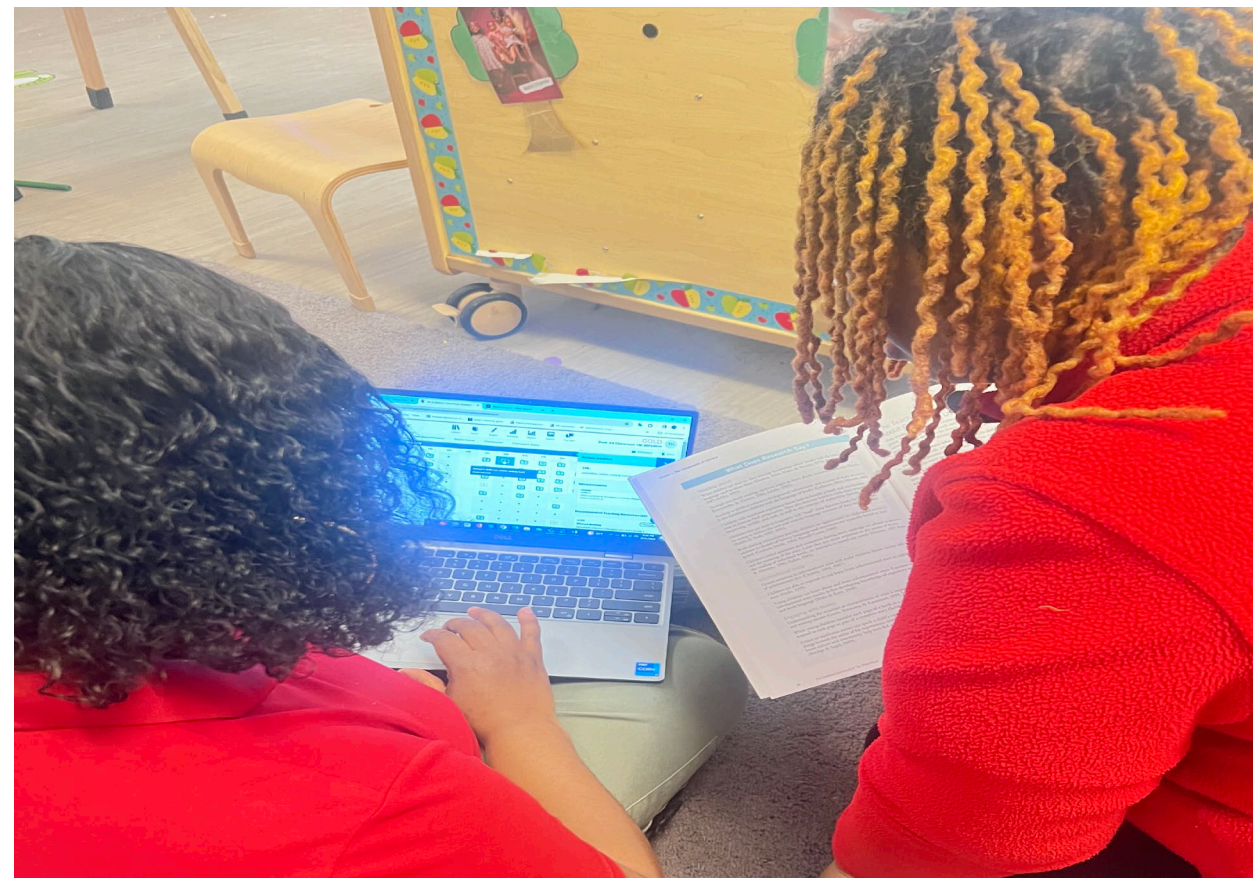
Engaging in Reflective Practice

- **Benefits**
- **A process**
- **Relationship**



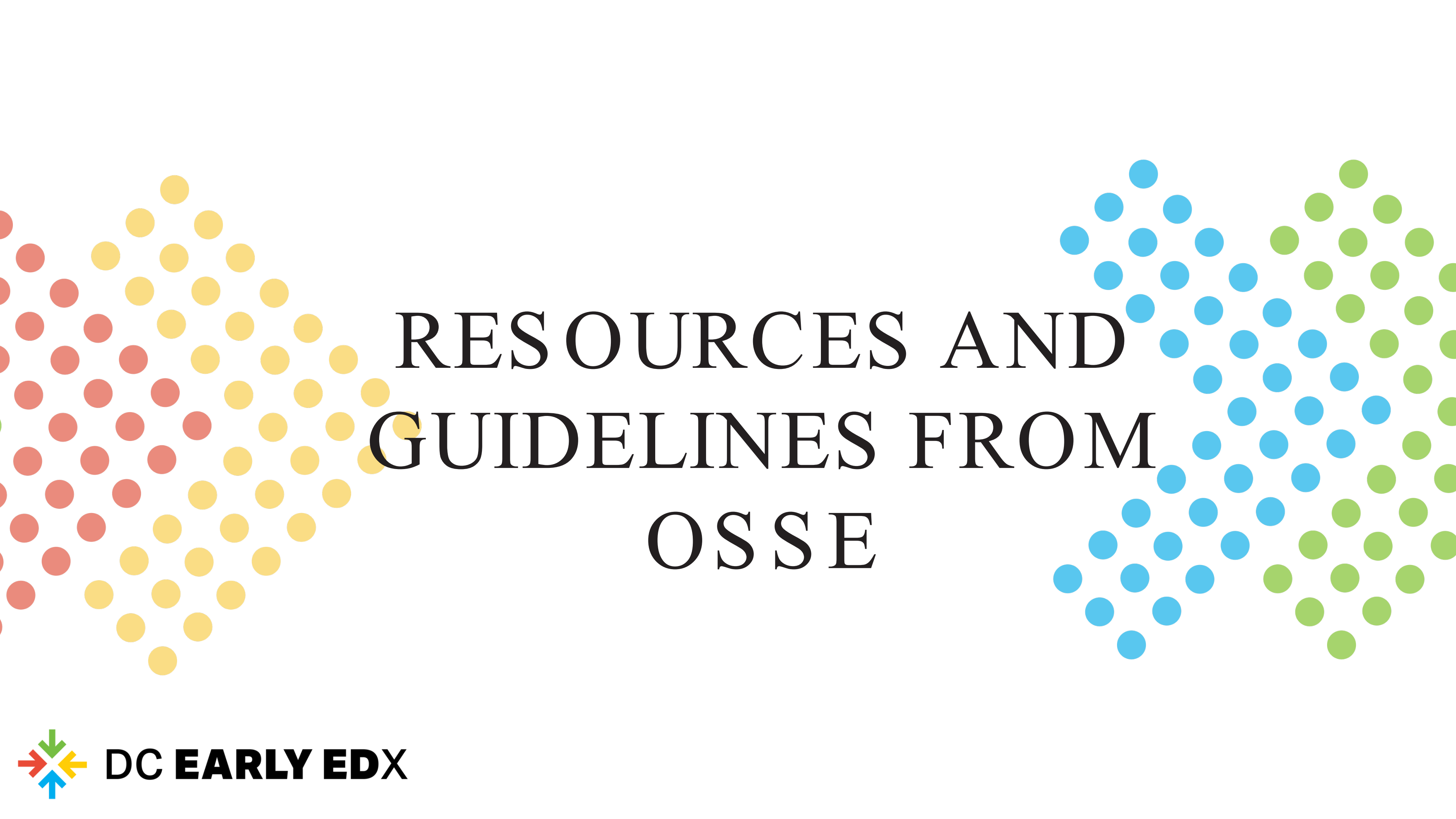
Intentional Planning

- Researchers and observers
- Result of reflection



Click to add a Title

Questions?



RESOURCES AND
GUIDELINES FROM
OSSE



EARLY CHILDHOOD EDUCATOR PAY EQUITY FUND

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

April 2024

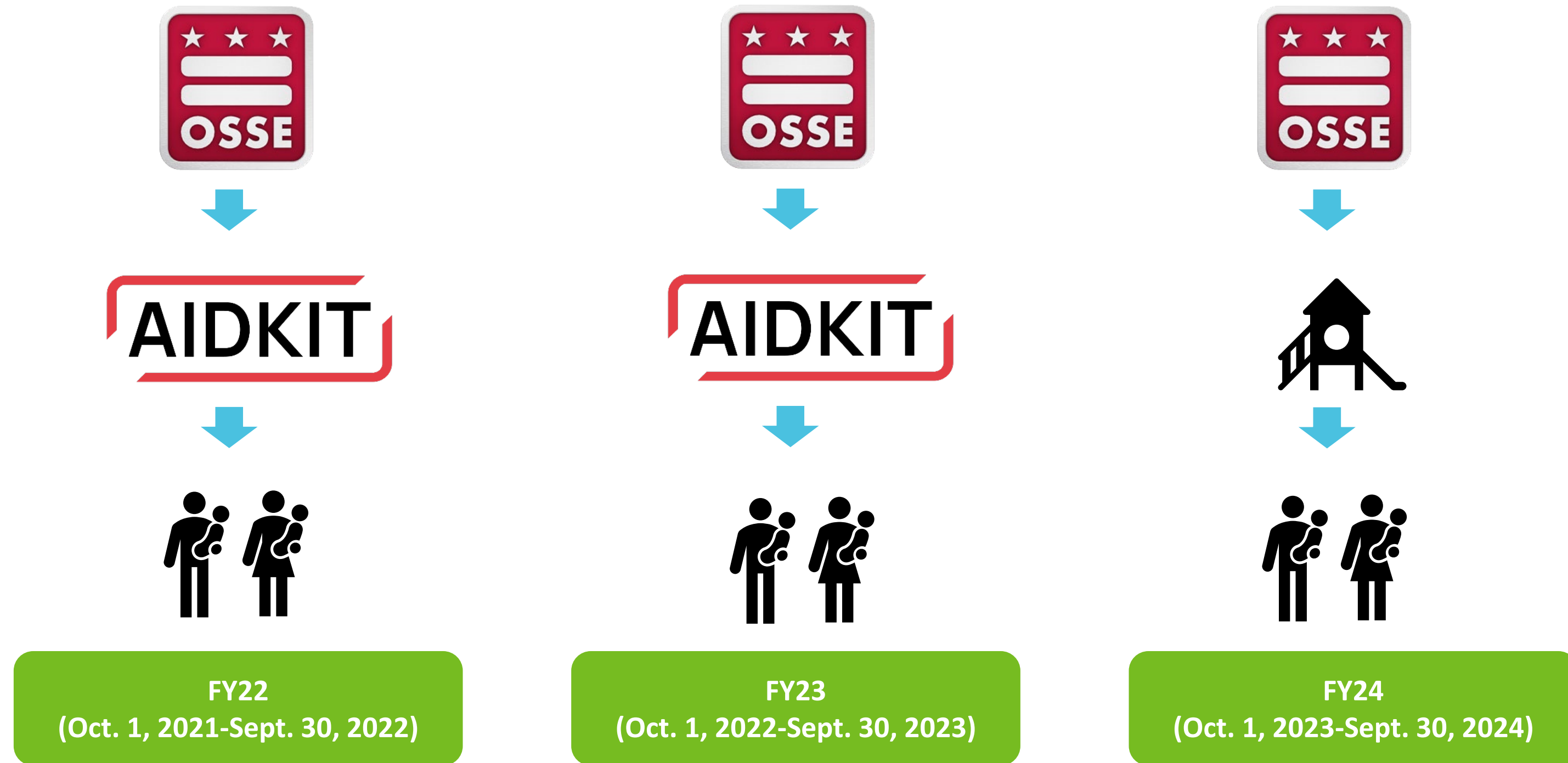


 WE ARE
WASHINGTON
DC GOVERNMENT OF THE
DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR



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 assistant teacher with the "AA or higher" wage supplement (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 assistant teacher with the "CDA" wage supplement (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 assistant teacher for the "Less than a CDA" wage supplement (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 teacher with the “CDA” wage supplement.</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 teacher with the “CDA” wage supplement (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 teacher with the “CDA” wage supplement (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 by 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 teacher with the "CDA" wage supplement (and minimum salary).</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 teacher with the "CDA" wage supplement (and minimum salary).</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 teacher with the "AA" wage supplement (and minimum salary).</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 teacher with the "AA" wage supplement (and minimum salary).</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.

Questions:

- OSSE.ECEPayEquity@dc.gov

Additional Resources

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



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



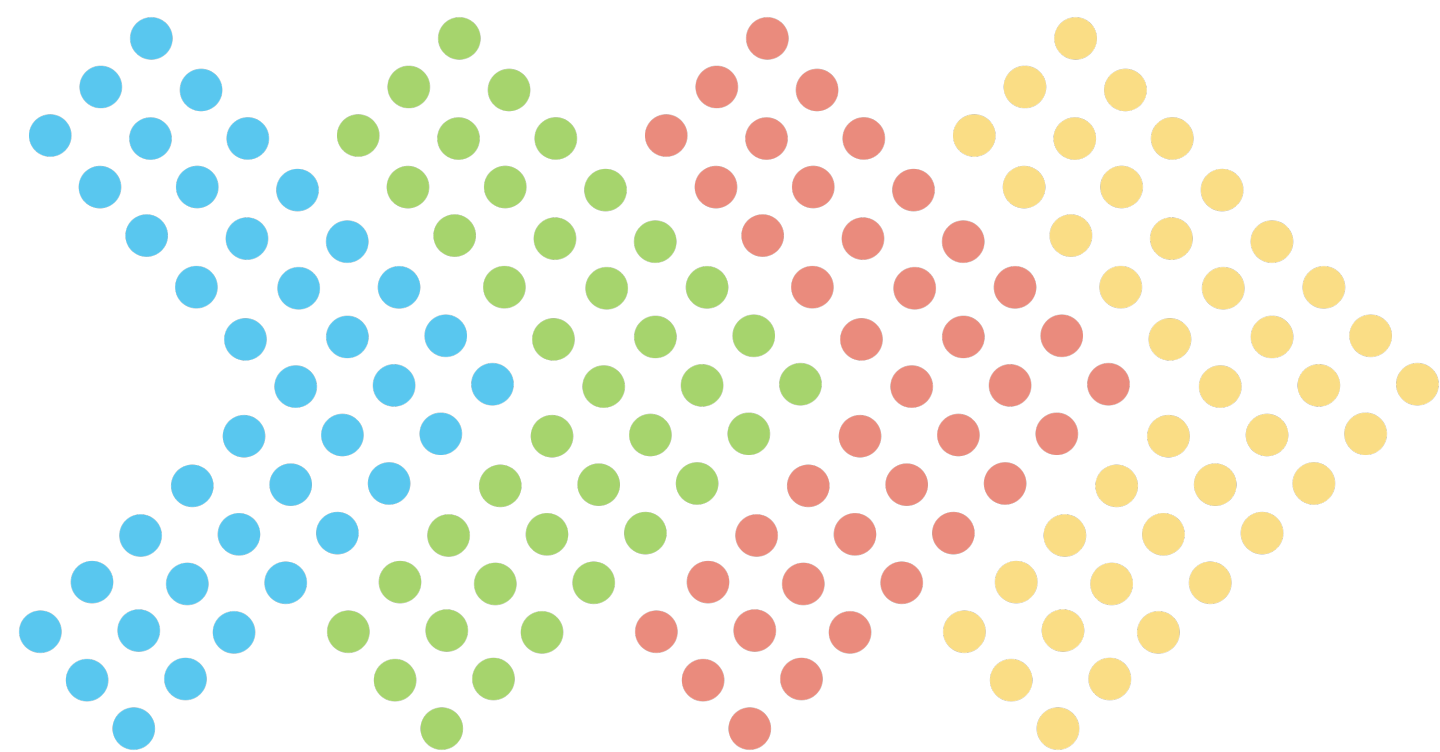
[How Staffing Changes Impact CDF Payroll Funding Formula Awards](#)



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



CLOSING THOUGHTS



THANK YOU



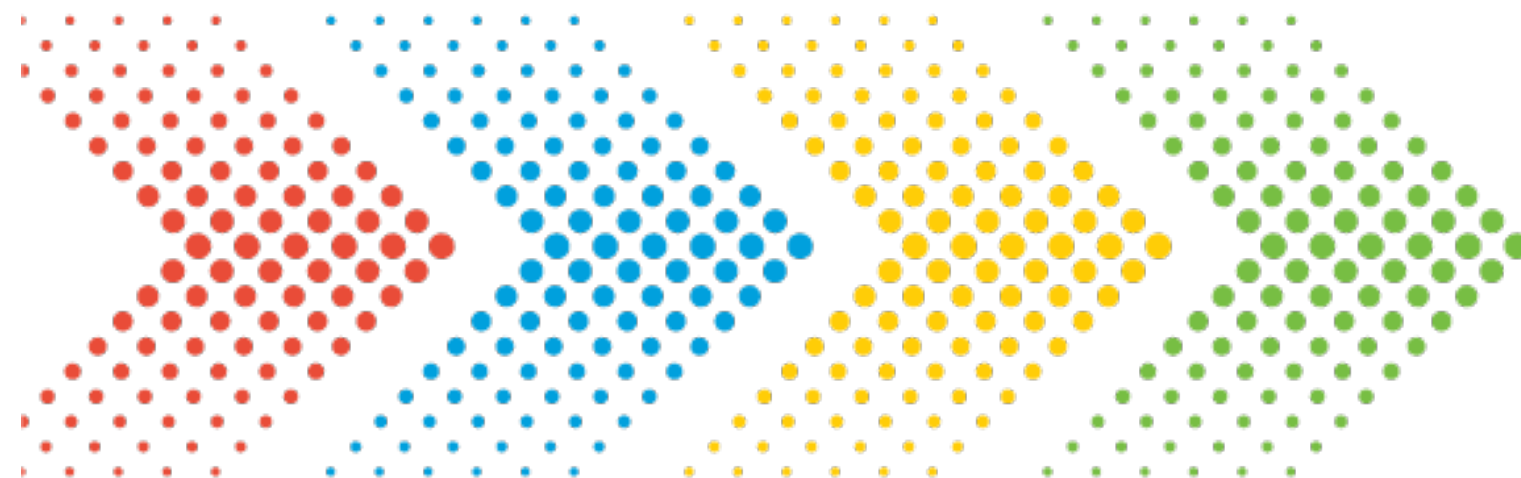
DC EARLY EDX



DC EARLY EDX

ZONE 2: PRE-K TO GRADE 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

APRIL
5, 2024

DENEEN ROBIN, PHD, LCPC, LPC

ICEBREAKER



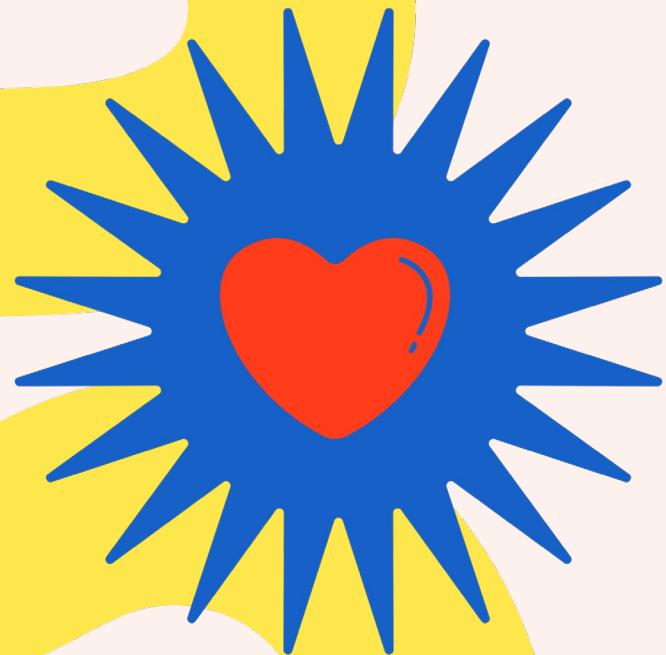


LET'S START WITH YOU!!!

I. YOU ARE AMAZING!!

2. THIS IS AN OPPORTUNITY TO FOCUS ON YOUR WELL-BEING!
ATTACH YOUR OWN OXYGEN MASK BEFORE ATTEMPTING TO ASSIST OTHERS!

**OUR WORK AS EDUCATORS AND IS A PRIVILEGE. HOWEVER, IT COMES WITH SOME
EXTRAORDINARY AND UNIQUE STRESSORS.**



WHAT IS IT?

Mental wellbeing is the ability to thrive in various areas of life, including relationships, work, and play, while still dealing with ups and downs. Research shows that good mental health is linked to improved learning, creativity, productivity, social relationships, physical health, and life expectancy.

**THE JOB OF AN
EDUCATOR IS
NEVER FINISHED**

**THERE ARE WAYS
TO MANAGE THE
NEGATIVE ASPECTS
OF THE ROLE**

**FOCUS ON THE THINGS
YOU CAN CHANGE OR
INFLUENCE ACCEPT THE
THINGS YOU CANNOT**

THREE KEY MESSAGES

01
Vicarious Trauma

02
Community and Family Expectation

03
Pay and Conditions

04
Emotional Overload

05
Diversity in School Community

06
Changing Regulatory Frameworks

WHAT BRINGS STRESS TO THE EDUCATOR ROLE?



THE JOB OF AN EDUCATOR IS.....

**ENGAGE IN SELF-CARE
EVERYDAY**

**COLLABORATE AND
SHARE**

**BE GENTLE ON
YOURSELF**

**SET-LIMITS (AND STICK
TO THEM)**

**NEVER NEGLECT
RELATIONSHIPS**

PRIORITIZE YOUR WORK

.....NEVER DONE



COLLEGIALITY IS A POWERFUL WAY TO MANAGE WORKLOADS

- **TASKS AND ROUTINES NEED TO BE MEANINGFUL AND EFFICIENT**
- **WHEN YOU FIND A TASK EFFICIENCY – SHARE ,SHARE, SHARE!**
- **HAVE A MENTOR AND BE A MENTOR!**
- **DEVELOP TEAM PLANS THAT RECOGNIZE DIVERSITY OF SKILLS AND PREFERENCES IN THE TEAM**

**SHARING
AT WORK**

FAMILY

**THE MOST PRECIOUS
RELATIONSHIPS WE
HAVE – IF WE NEGLECT
THESE RELATIONSHIPS
THEN THE IMPACT CAN
BE VERY BIG**

*If you burn out at work another worker will replace you
– you cannot be replaced at home*

FRIENDS

**OFTEN OUR MOST
SUPPORTIVE
RELATIONSHIPS**

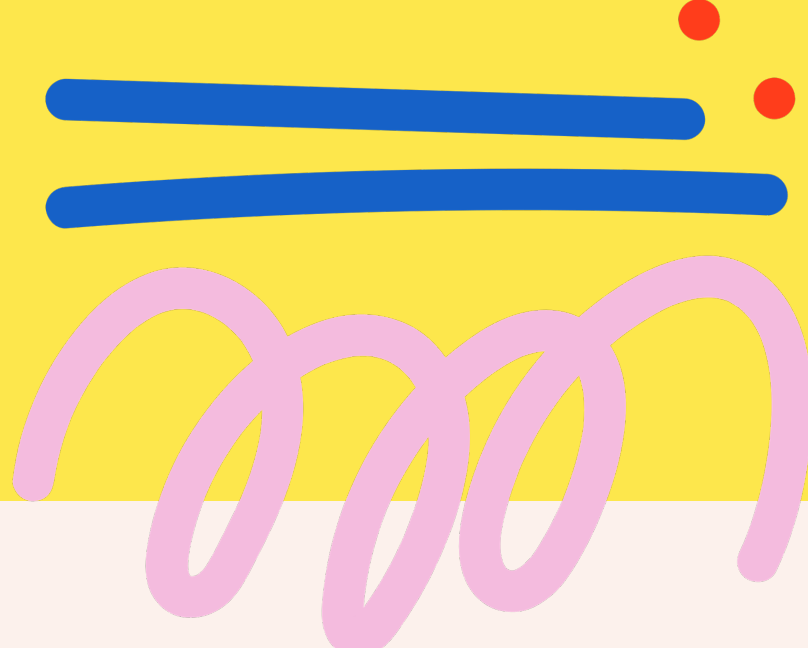
*We need people who share our interests and
with whom we enjoy spending time*

WORK COLLEAGUES

**WE SPEND SIGNIFICANT TIME AT
WORK – BUILDING POSITIVE
WORKING RELATIONSHIPS
MAKES OUR WORK-LIFE MORE
SATISFYING**

Take the work seriously, but be light with each other!

TAKING CARE OF RELATIONSHIPS



**WHEN THERE IS NO END POINT OF THE WORK, YOU
NEED TO DEFINE SOME LIMITS - NO ONE IS LIKELY TO
MANAGE THIS FOR YOU!**

TRANSITION-

• HOW DO YOU 'SWITCH OFF' FROM WORK?

FINISHING A WORK DAY

• WORKING TO LIVE, NOT THE OTHER WAY AROUND!

- IF YOU WANT TO EXPERIENCE PHYSICAL STRENGTH AND WELL-BEING, THEN YOU MIGHT ... ?

- HOW CAN YOU BUILD EMOTIONALLY RESTORATIVE PRACTICES INTO DAILY ROUTINES?

SELF-CARE TAKES EFFORT. HOWEVER, IT SHOULD BE FUN!

(THE HARD PART IS STARTING A NEW ROUTINE)

SELF-CARE NEEDS TO BE DELIBERATE



- **YOU MUST ENJOY THE TIME – IS THE TIME FLYING?**
- **DOES IT DISTRACT YOU FROM STRESS IN YOUR LIFE?**
- **YOU SHOULD FEEL A SENSE OF ACCOMPLISHMENT OR ACHIEVEMENT WHEN YOU UNDERTAKE SELF-CARE**
- **THE ACTIVITY SHOULD NOT DO ANY HARM!**

1

DAILY ROUTINES – AT LEAST 10 - 30 MINUTES EACH DAY

PLAN YOUR SELF-CARE

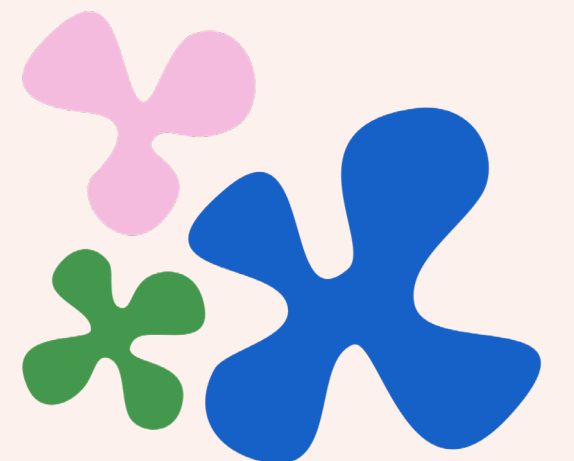
2

**BIG THINGS ON THE HORIZON –
AT LEAST ONE OF THESE IN THE NEXT 12 MONTHS!**

SELF-CARE

EVERYDAY

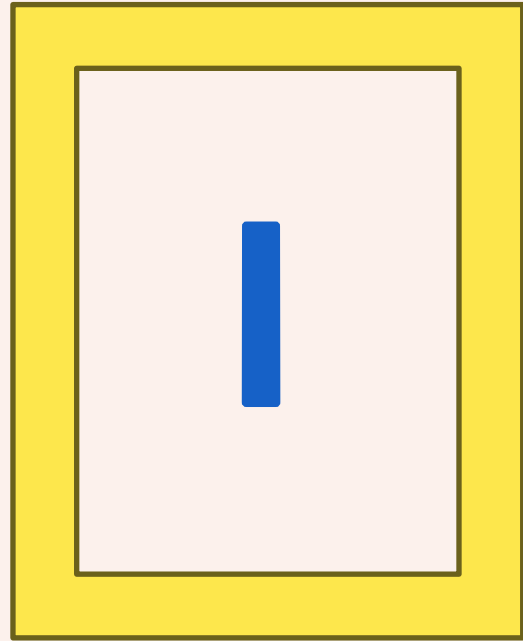




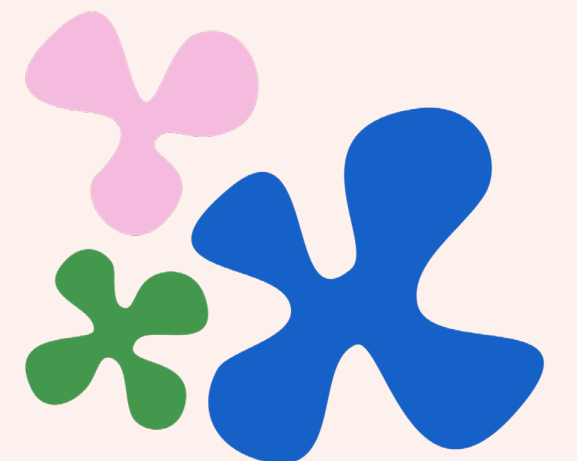
I MINUTE BRAINSTORM

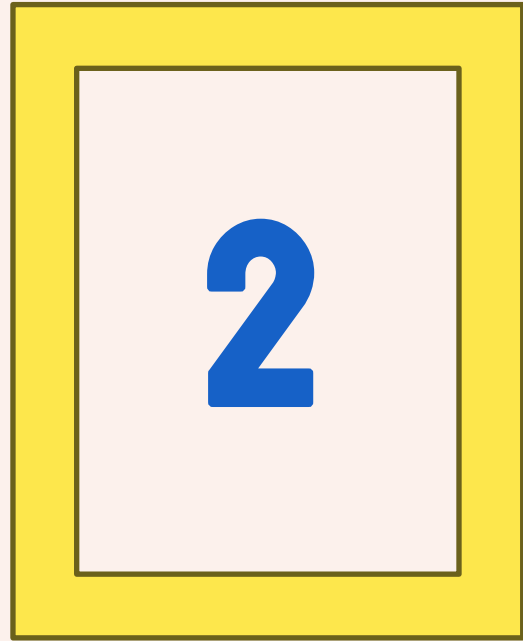
SPEND 30 SECONDS ON EACH

QUESTION THAT FOLLOWS

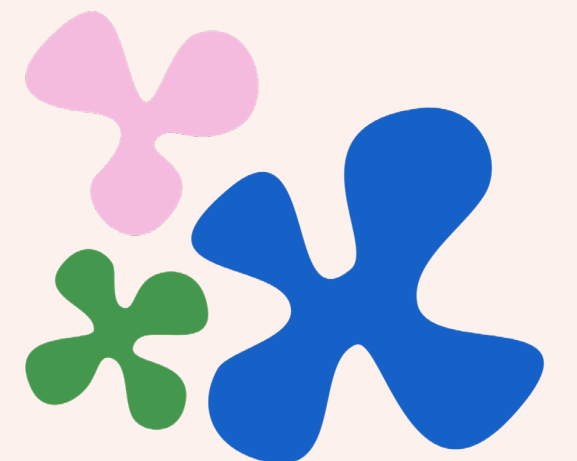


What are the
challenges in my
workplace?





What is working
well in my
workplace?



THERE WILL BE NEGATIVE ASPECTS TO THE JOB

(We feel stress more acutely when we have low levels of control)

- **MANY THINGS THAT OCCUR IN OUR WORKING LIVES ARE OUT OF OUR CONTROL**
- **FINDING A POSITIVE WAY FORWARD WHEN THINGS DON'T GO OUR WAY IS A HEALTHY WAY TO BUILD RESILIENCE AND REDUCE FRUSTRATION**
- **BEWARE OF ANY "SHOULD-DA" FRUSTRATION YOU EXPERIENCE – ULTIMATELY YOU CAN ONLY CONTROL WHAT YOU DO – OTHERS WILL HAVE DIFFERENT PERCEPTIONS, PRIORITIES AND MOTIVATIONS!**

FOCUS ON WHAT YOU CAN CHANGE

NOW LET'S CATEGORIZE YOUR LIST OF 'NOT WORKING WELL' ITEMS INTO:

CONTROL??

INFLUENCE??

ACCEPT??



A HEALTHY BALANCE DIET FOR YOUR BRAIN

- **SLEEP TIME**
- **PHYSICAL TIME**
- **FOCUS TIME**
- **TIME IN**
- **DOWN TIME**
- **PLAY TIME**
- **CONNECTING TIME**

- **IDENTIFY UP TO 3 OF THE AREAS IN THIS MODEL THAT YOU DO WELL IN**
- **IDENTIFY THREE ACTIONS DO ROUTINELY (DAILY OR WEEKLY) THAT KEEP YOU DOING WELL IN THESE AREAS**
- **IDENTIFY AN AREA YOU DON'T DO SO WELL WITH**

**THE HEALTHY MIND
PLATTER**



EMOTIONAL WELLBEING- HOW ARE YOU MANAGING STRESS?

COGNITIVE WELLBEING – HOW IS YOUR THINKING?

PHYSICAL WELLBEING – HOW IS YOUR EATING, SLEEPING AND MOVING

**SPIRITUAL WELLBEING – DO YOUR VALUES AND BELIEFS
GUIDE YOUR PURPOSE- ARE YOU DOING THINGS THAT LEAD
TO HAVING A MEANINGFUL LIFE?**

SOCIAL WELLBEING- HOW DO YOU CONNECT WITH OTHERS?

**5 KEY AREAS OF
WELLBEING**

LET'S HEAR FROM YOU*

WHAT DOES YOUR WORKPLACE DO THAT
IS INNOVATIVE TO MANAGE STAFF
WELLBEING?

4-7-8 BREATHING

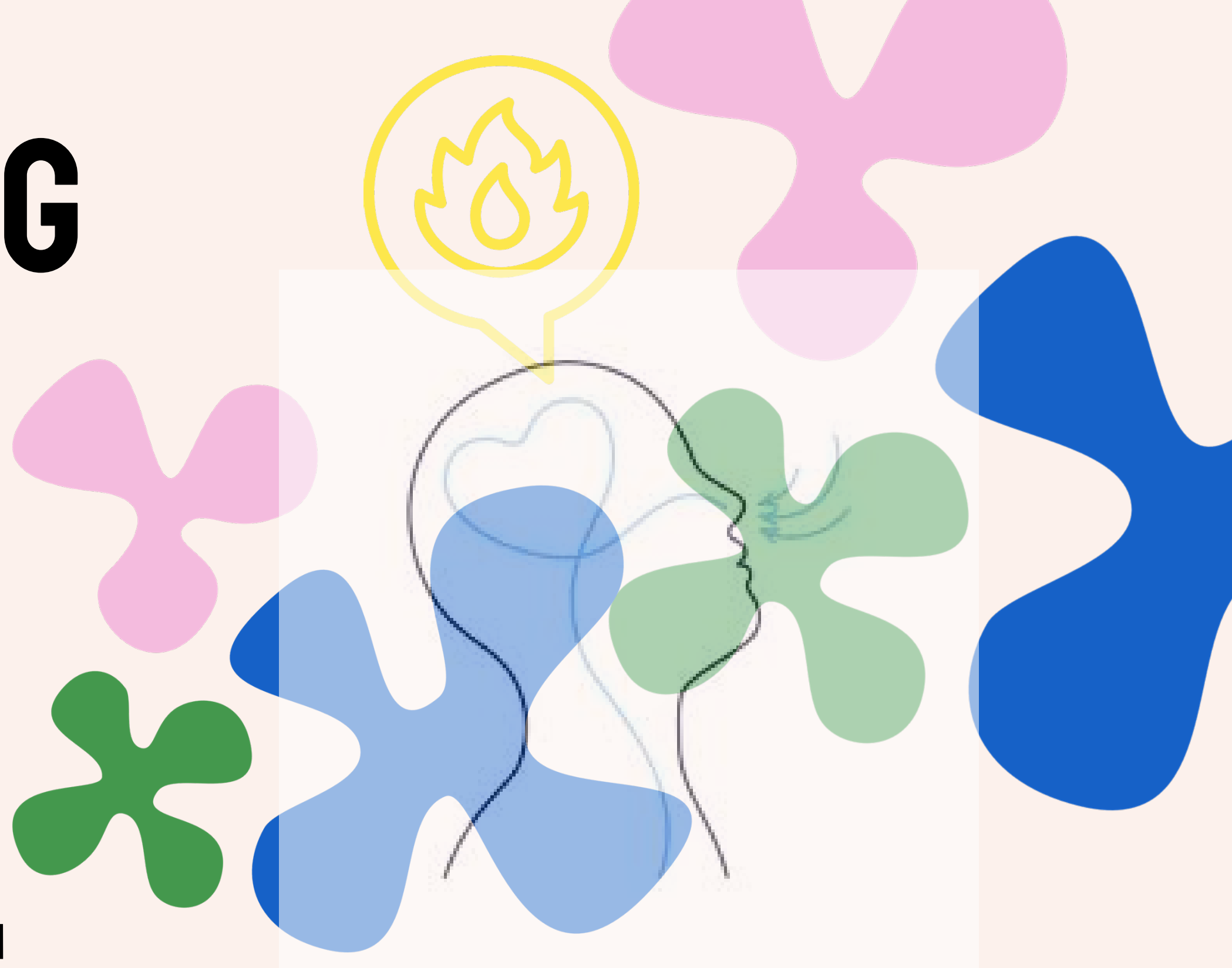
A GOOD RESET ACTIVITY AND HAS A GROUNDING EFFECT

GOOD FOR INSOMNIA – 5 CYCLES, IN A LYING POSITION!

4 SECONDS – BREATH IN DEEPLY – THROUGH YOUR NOSE

7 SECONDS – HOLD BREATH

8 SECONDS – RELEASE – SLOWLY – THROUGH YOUR MOUTH





“THE MISSING INGREDIENT IN SELF-CARE”

THANK YOU

THANK YOU!!

THANK YOU



THANK YOU!

THANK

THANK YOU! THANK

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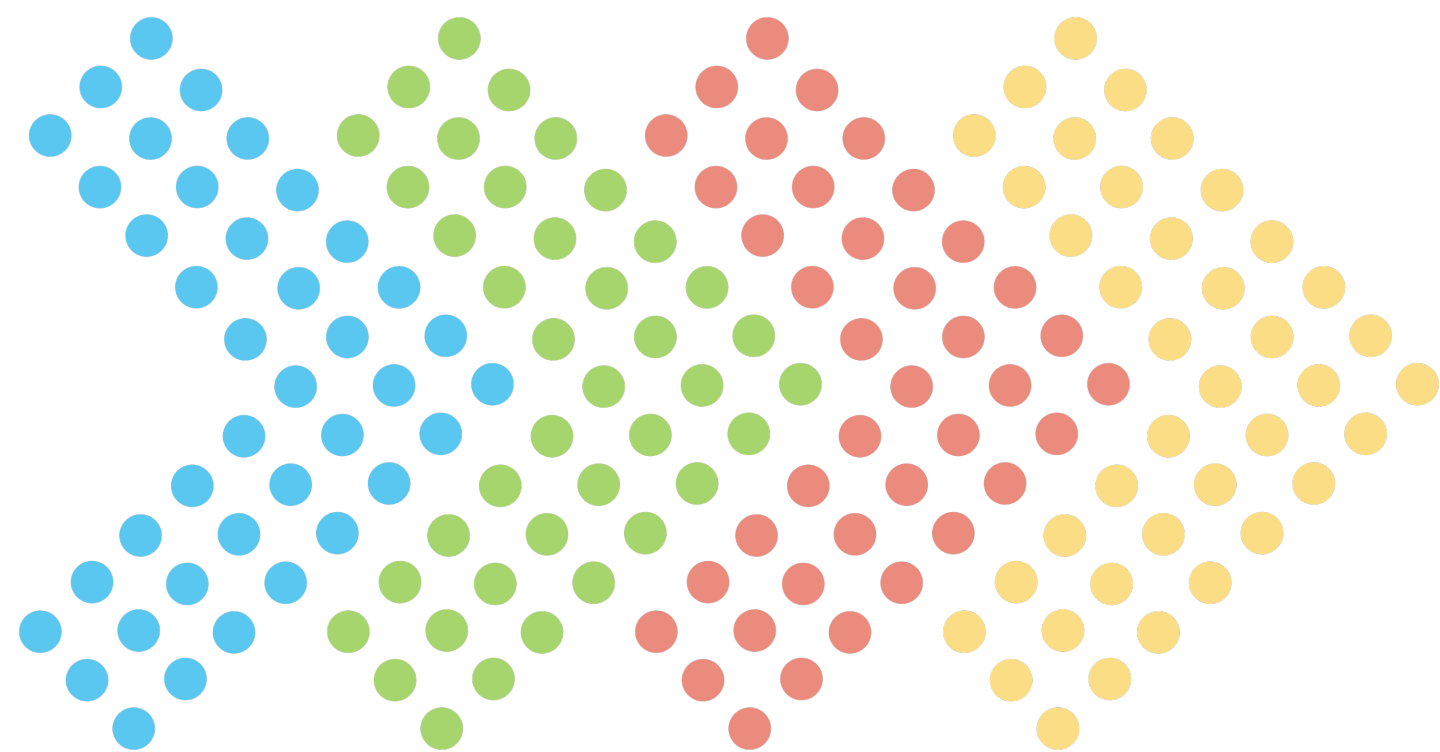
THANK YOU!

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THANK YOU!

CLOSING THOUGHTS



THANK YOU



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