



# Winter 2023 Newsletter

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Washington State Department of  
**CHILDREN, YOUTH & FAMILIES**

## Early Achievers Institute

**SAVE THE DATE** for Cultivate Learning at the University of Washington's Institute in spring 2023! Cultivate Learning is excited to announce they will be hosting an institute for child care providers on **Saturday, April 29, 2023, Monday, May 1, 2023, and Tuesday, May 2, 2023.**

The institute will be held in person on Saturday, April 29 in Seattle and online on Monday, May 1 and Tuesday, May 2. Sessions will be led in English, Spanish, and Somali. In-service (STARS) hours will be offered as well as raffle prizes. Times, location, session details, and registration information will be available at the beginning of March 2023 at [cultivatelearning.uw.edu](https://cultivatelearning.uw.edu).

To receive updates on your mobile device, **text "institute" to 833.602.8553.**

*Please feel free to share this information with others.  
Thank you! They look forward to connecting with you.*

# COACH & PROVIDER HIGHLIGHT

## Nohemi Bautista *Bilingual Early Achievers Provider*

This quarter, we are spotlighting **Nohemi Bautista** from CasaLuna Childcare and her **Dual Language Learning Program**. She began her career in early learning when she was 17. Her mother had her own early learning center where Nohemi assisted her. While working with her mother she saw the need of the community and was inspired to open her own early learning center in May of 2022. Her goals are to bring awareness of other cultures and make a diverse learning environment.



### **What is your philosophy around exposing children to different cultures and languages in your program?**

It will broaden their knowledge, help them become open-minded and build different types of relationships in their adulthood. Speaking multiple languages, knowing and respecting different cultures will open doors for them. We are helping raise changemakers, anyone can have a lead role.

### **What things do you do to support children's learning about different cultures?**

Every 2 months we learn about different cultures, our dramatic play area has diverse materials added, we cook meals from different cultures. We pursue the children's interests and provide classroom materials to help them pursue that curiosity. Special guests "Los Bailadores del Sol" have come to visit.

### **What are the benefits to children of learning about cultures different from their own?**

Courtesies, manners of interacting, and also the roles they will play in the future, in their learning, communications, and values.

### **How do you engage families to support this multi-cultural learning in your program?**

During a tour of the center I like to get to know the family - their cultural background, their expectations. I ask them for their own ideas, learn about their experiences and provide resources for community cultural events or fairs.

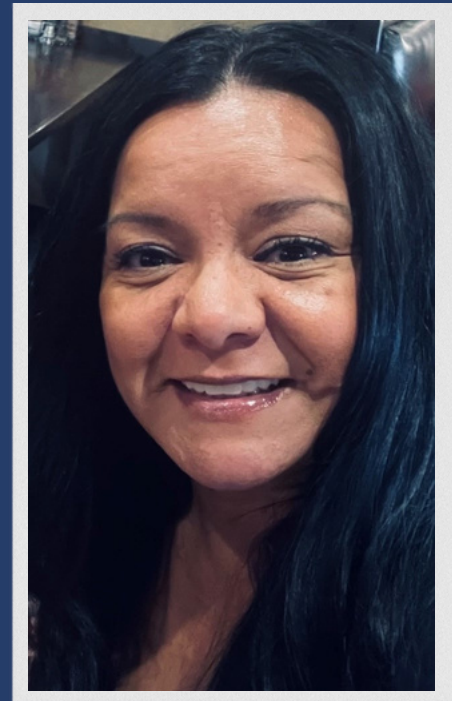
### **How do the families that you serve benefit from the children's learning about diverse cultures?**

Knowledge is absorbed and passed down from generation to generation. You become more respectful and not judgmental of others.

# Lucy Santana

## Bilingual Early Achievers Coach

We also had the opportunity to speak to Nohemi's bilingual Early Achievers Coach. Lucy Santana born, raised, and currently living in Zillah, WA. Her family is of Mexican descent from Monterrey MX, she grew up bilingual and bicultural. Lucy has over 31 years of experience in the early childhood education and development field. Both her professional and personal goals in life are related to being an inspiration and influence on young children and families. She's excited about her position with Catholic Charities. ***"I've found a place where I can connect with the community and diversity within it, being a part of children's lives, their learning and exploring. I understand the importance that early childhood education has on future success in school and in life."***



### How has it been working with Nohemi? Any story you would like to share of your time together?

Nohemi and her husband (lead teacher) have both been such a joy to work with. Nohemi has patience, communication, and her love for children are just a few qualities you will recognize. Her strong dedication and devotion to her work will lead to great learning outcomes. During a site visit, which is always very warm, welcoming, and inviting, Nohemi amazed me with how much pride she takes in her environment. Her science area is wonderful, every area in CasaLuna's environment will help young children develop the social, language, and emotional skills needed for healthy brain development. I stood back and observed Nohemi interact, engage, and communicate with the children in her dramatic play area she had turned into a Chinese restaurant. The creativeness and props utilized were to be respected, Nohemi gave children real-life experiences, celebrated DIVERSITY, promoted problem solving, and turn taking. She added books, menus, food (egg rolls for lunch), and music that shared the history of the culture. Children were engaged, communicating, having fun and learning.

### How did you get your start in early learning?

I began my journey in Early Childhood Education (ECE) in 1991. I had the pleasure of beginning my journey with Head Start – Washington State Migrant Council (Inspire Development Centers). Its very important that ECE has begun to emphasize the importance of diversity, equity, and inclusion. I learned how rewarding it is, where I could truly make a difference, and I've truly LOVED everything about ECE ever since.

### What made you want to be an Early Learning Coach?

I wanted to help provide coaching, professional development and resources for child care providers to support each child's learning and development. Working in partnership with child care providers, families, and the communities to ensure that all children have equitable access to safe, engaging, and positive early learning experiences - *to make a difference*. Catholic Charities and Early Achievers provide a broad array of services for not only our children, but also families, and child care providers so that they can support the development and well-being of children. This is what made me want to be an Early Achievers Coach. I'm able to coach, support and make a difference in many areas/communities.

## Connect with your Early Learning Coach

Looking for someone who can support your goals and offer tips and strategies to improve child outcomes and professional growth? Learn more about ways to improve the care you give, your business performance, or your family engagement practices. Relationship-based professional development (RBPDP) coaches give you one-on-one support and offer a wide array of customizable coaching services.

[FIND YOUR  
COACH HERE](#)

# What is Anti-Bias Education?

By Louise Derman-Sparks and Julie Olsen Edwards

Early childhood educators have deep faith in the principle that all people deserve the opportunities and resources to fulfill their complete humanity. Moreover, we have a unique role in making this principle real, in promoting all children's chances to thrive and to succeed in school, in work, and in life. Anti-bias work is essentially optimistic work about the future for our children. It provides teachers a way to examine and transform their understanding of children's lives and also do self-reflective work to more deeply understand their own lives.

## ANTI-BIAS EDUCATION HAS FOUR CORE GOALS:

**Goal 1:** Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.

**Goal 2:** Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.

**Goal 3:** Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.

**Goal 4:** Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

The heart of anti-bias work is a vision of a world in which all children are able to blossom, and each child's particular abilities and gifts are able to flourish. In this world:

- All children and families have a sense of belonging and experience affirmation of their identities and cultural ways of being.
- All children have access to and participate in the education they need to become successful, contributing members of society.
- The educational process engages all members of the program or school in joyful learning.
- Children and adults know how to respectfully and easily live, learn, and work together in diverse and inclusive environments.
- All families have the resources they need to fully nurture their children.
- All children and families live in safe, peaceful, healthy, comfortable housing and neighborhoods.

*The above information was featured in an article by Sarah MacLaughlin entitled Reflection: The First Step for Addressing Bias in Infant and Toddler Programs, in Young Children, published by NAEYC, November 2017.*



# Early Achievers Updates

As you may be aware, the Early Achievers system has been revised and designed to be more provider-driven, allowing for programs to highlight the uniqueness of their own program and build on existing strengths for goal setting for quality improvement. The new system involves three primary components: **Program Profile, Video Highlights, and Records Review**. Your Early Learning Coach is ready to support you with this new process! If you don't yet have a coach, you can find one here: [childcareawarewa.org/find-your-coach](http://childcareawarewa.org/find-your-coach).

Feedback shared from a director during their Program Profile: "We appreciate how collaborative the Early Achievers process has become and we are excited to continue to work towards improving our center to create a better experience for every family and child."

The first step of the new system is the **Program Profile**, which gives providers and families the opportunity to share information about their program via surveys or facilitated interviews, and celebrate what they are proud of and makes their program unique.

A director just beginning Program Profile shared that her coach has been so helpful in explaining the new process to her, helping them get things set up in CECI, and reassuring her that the process is not as stressful as it may seem at first.

**Video Highlights** is the second component of the revised system. Video Highlights are 10–15 minute videos of quality teacher-child interactions from each learning environment in a program. Teachers also complete a reflection of their teaching practice as part of the Video Highlights. Coaches can be a huge support during this phase to help programs decide what they'd like to highlight about their teaching practices and to support them in setting goals for ongoing growth and improvement.

**Records Review** is the final component of the new system. It is optional and available for programs who wish to go beyond a Level 3 in the Quality Recognition System. In this component, programs can earn points by submitting their policies as evidence of their practices in place that align with the Quality Standard areas of Child Outcomes, Interactions and Curriculum, and Family Engagement and Partnerships to earn more points in the Quality Recognition System.

Providers shared during a recent conference session that the current Quality Recognition process feels more validating as a provider and is easier to embed into their current practices. The feedback they received from families on the Program Profile report was so valuable and even things that may not be so positive were good to hear. They also greatly appreciated the support of Coaches and Community Liaisons.



**Connect with your coach to learn more!**

# Libratory Design: A better way to build policy

By Alex Hanel, Mobilization Manager

**Throughout 2022, a group of early learning educators and providers joined Child Care Aware of Washington to create a child care policy in a different way: One that centers providers' stories and expertise. One that involves community, compassion, and trust. And one that we hope continues to remind everyone that policies are stronger when more community voice is included.**

Early in the year, CCA of WA opened applications to join the "Early Educator Design Team" - a team of child care professionals representing the diverse workforce in Washington's early learning system. Nearly 150 providers applied, and representatives from a variety of early learning and advocacy groups across Washington narrowed the team to a group of 32. That group represents the various geographies, cultures, experience, and types of care that make up the Washington's early learning workforce.

Throughout the past 6 months, this team has undergone a facilitated process of empathizing, defining, inquiring, imagining, prototyping, and trying solutions to the workforce compensation crisis.

**Liberatory design encourages building trust, reflecting, and bringing those most impacted by unjust systems together to design solutions to the problems that they face. To that end, the Early Educator Design Team drafted a policy platform and launched their Campaign for Child Care.**

In their platform, the Early Educator Design Team has identified three buckets of legislative work to address the problems that plague providers across the state.

**1) Improve compensation, benefits, and wellbeing for early educators and their families**

**2) Support equitable opportunities for professional growth**

**3) Increase and stabilize revenue for licensed child care programs by expanding access to small business supports.**

Within each of these buckets, the Design Team has called out the specific aspects of compensation, professional growth, and supports that are most urgent for Washington to address, and has also begun identifying legislative vehicles to realize political progress in each area.

**A platform of this size and ambition has the potential to propel Washington's early learning system into the strongest standing in the nation.** The Design Team, Child Care Aware of Washington, and our organizational partners will launch a multi-year initiative to make the Early Educator Campaign for Child Care a reality for Washington's early learning system.

**This work will take not just the Early Educator Design Team, but all of us.**



# HOLDING HOPE

Infant-Early Childhood Mental Health Consultation  
Provided by Child Care Aware of Washington

BY CELESTE FARMER, LMFT (LICENSED MARRIAGE AND FAMILY THERAPIST)  
HOLDING HOPE IECMHC SUPERVISOR

If you are feeling like you are under stress these days, you are not alone!

The Holding Hope Infant Early Childhood Mental Health Consultants have been reflecting a lot lately on the impact of stress that child care providers and children are experiencing. Many of our consultation sessions with providers lead to reflections about the stress providers are feeling, or the stress children may be expressing. With young children, stress can often show up in behaviors that seem challenging, concerning or confusing, or that create additional stress for providers.

When you are working with a child whose behavior seems challenging or stressful for you, it can be helpful to ask yourself questions such as:

- Could this behavior mean that the child is having a stress response?
- What about this situation might be challenging or stressful for this child?
- What problem is the child trying to solve?
- How am I responding?
- If I am feeling stressed, what will help me regain my balance?
- And, how might I help this child regain their balance?



When children are not engaging in behaviors that we would like or expect, there often is a stress response at the root of it! This is true for adults too – stress sometimes leads us to respond quickly, maybe before we're able to respond in a balanced way. Think of yourself as a detective, trying to understand the reason for your stress, or the stress a child might be experiencing. For example:

- Is it lack of sleep, or hunger? Is it health-related?
- Is it possibly a past or current trauma, some sort of sensory craving, or sensory aversion (yes, that scratchy shirt tag CAN cause tremendous distress!)
- Is there something in the environment (for example - too noisy and active, too quiet, not enough or too many toys, a transition that is taking a long time, a routine that has been disrupted?)

It can be helpful to keep in mind that when we are having a hard time with maintaining our own calm and balance, we may be experiencing a physical stress response – it's about your body's nervous system trying to restore that calm and balance! In stressful moments, it can help to:

- Notice what is happening in your own body, brain and heart
- Slow down and take a moment to breathe and reflect before you act
- Keep in mind that it may be harder for a child to calm down if the grown-ups are feeling stressed or overwhelmed
- Remember that breathing and reflection can lead to "regulation"

**If you are in need of further support, resources, or referrals don't hesitate to reach out to [holdinghope@childcareawarewa.org](mailto:holdinghope@childcareawarewa.org). Thank you for all that you do.**

*\*IECMHC supports the social and emotional well-being of children and adult caregivers, nurtures responsive relationships, and can help with the early identification of social, emotional, behavioral, and developmental challenges. More information can be found at <https://childcareawarewa.org/holding-hope/>*