



Early Childhood Education NEWSLETTER Jan - Mar 2022

Welcome to our **NEW Early Childhood Newsletter format!**

In this newsletter you will find ECE Professional Learning opportunities, updates on important legislation and grants, and articles and resources on relevant ECE topics.

Arizona Department of Education ECE invites you to:

SOCIAL EMOTIONAL LEARNING DAY

SATURDAY
MARCH 26
.....
9AM - 3PM



Saturday, March
26th, 2022 is
**International
Social-Emotional
Learning Day!**

.....
Join us for a full day
of **FREE** social
emotional learning
opportunities.



Social Emotional Learning Day Schedule

SATURDAY, MARCH 26, 2022

KEYNOTE SESSION

9:00am - 10:00am

MORNING SESSION

10:15am - 12:15pm

AFTERNOON SESSION

1:00pm - 3:00pm

.....
*Registration links are on following page and also
available on our [ECE Professional Learning](#)
website under *Live Training Schedule*.*

EARLY CHILDHOOD EDUCATION
602-364-1530 | ECEInbox@azed.gov



Registration is OPEN for all sessions!

Click on the session title to register in our Event Management System (EMS). Please register for ALL sessions you plan to attend, including the keynote and one training per morning/afternoon sessions.

KEYNOTE SESSION (Sat 3/26 9:00am - 10:00am)

[Social Emotional Learning Day Keynote Session](#) with Dr. Tweety Yates.

About Tweety Yates

MORNING SESSION (Sat 3/26 10:15am - 12:15pm)

[Adverse Childhood Experiences \(ACEs\) Module 3: Building Resilience](#)

[Pyramid Model Tier 1: Building Positive Nurturing Relationship & Creating Supportive Environments](#)

AFTERNOON SESSION (Sat 3/26 1:00pm - 3:00pm)

[Strengthening Families Protective Factors: Introduction & Implementation](#)

[Pyramid Model Tiers 2-3: Targeted Social-Emotional Supports & Intensive Intervention](#)

ECE Professional Learning Live Training Schedule

January - March 2022

- Wednesday, Jan 12th 2:00-4:00pm [Strengthening Families: Protective Factors - Social Emotional Competence of Children](#)
- Wednesday, Jan. 19th 10:00am-12:00pm [Process vs. Product Art](#)
- Monday, Jan. 24th 10:00am-2:30pm [Dramatic Play](#)
- Wednesday, Feb. 2nd 10:00am-2:30pm [Connectiveness of Social-Emotional and Language & Literacy with Preschoolers](#)
- Tuesday, Feb. 9th 10:00am-2:30pm [Adverse Childhood Experiences \(ACEs\) Module 3: Building Resilience](#)
- Wednesday, Feb. 16th 10:00am-2:30pm [AZELS Social & Emotional Standard Module](#)
- Saturday, March 26th 9:00am-3:00pm **SOCIAL EMOTIONAL LEARNING DAY**
(see sessions and links above)

For course descriptions and additional information, please visit our ECE Professional Learning website under Live Training Schedule. We also have many ECE online courses available as well as a NEW FAQ section available.

ECE Professional Learning

Early Childhood Policy News Updates

In an effort to increase awareness, increase support, and encourage working toward collaborative change in early care and education, we have curated a list of early childhood policy resources. Please feel free to explore these resources to become more familiar with the current information surrounding current ECE policy.

ECE Policy Blogs and Resources:

- **CLASP:** [Advancing Equitable State Child Care Policies Using ARPA and Other Relief Funds](#)
- **EDC:** [Taking Action for Children and Families: Learning from the First 40 Communities](#)
- **Alliance for Early Success:** [50-State Progress Report](#)
- **First Five Years Fund:** [FAQ on the Child Care and Preschool Provisions in the Build Back Better Act](#)
- **New America:** [Understanding Where All Kids Are: Why It's Critical to Improve PreK Assessments and Support Equitable Early Learning](#)
- **University of Washington:** [Partnership for PreK Improvement Toolkit](#)
- **Hunt:** [BBB Child Care Copayment Calculator](#)
- **Child Trends:** [Strategies to Guide the Equitable Allocation of COVID-19 Relief Funding for ECE](#)
- **ECS:** [Want to Build Back Better? Consider Early Childhood Districts](#)

Recorded Webinars:

- **Hunt Institute:** [Build Back Better Coffee Chat](#)



ECE in the Movies

Research has shown that high-quality preschool is critical and can help children succeed in their first few years of school and reduce the early achievement gap. The movies listed below elevate the importance of high-quality preschool through conversation with neuroscientist, policymakers, and educators.

- [Starting at Zero: Reimagining Education in America](#)
- [No Small Matter](#)
- [Brain Matters](#)

Head Start

The U.S. Department of Health and Human Services issued new Head Start Performance Standards that outline the masking and COVID-19 vaccination requirements for grant recipient staff, and the timelines, exceptions, and exemptions for each. As with other Head Start Performance Standards, these standards will apply to Head Start, Early Head Start-Child Care Partnership, and American Indian Alaska Native, and Migrant and Seasonal Head Start programs. The [Interim Final Rule with Comment Period](#) is now posted in the Federal Register.

Related Resources:

- [Summary of Vaccine and Mask Requirements to Mitigate the Spread of COVID-19 in Head Start Programs](#)
- [Revised Head Start Program Performance Standards on Staff Vaccination and Universal Masking](#)
- [Universal Masking and COVID-19 Vaccine Requirement FAQs](#)
- [Webinar: New Standards for Vaccination and Masking to Reduce Transmission of COVID-19](#)

Explore related resources on the [Early Childhood Learning and Knowledge Center \(ECLKC\)](#) to learn more.

Kindergarten

For the 2020-2021 School Year, Arizona welcomed almost 73,000 Kindergarten children into the classroom. For approximately 40% of these children, this will be their first experience in a learning environment with other children. Kindergarten is where a child will continue to develop their skills relative to physical development, social and emotional development, language and literacy, approaches to learning, and cognitive development. A quality early childhood education provides children with the opportunity to explore the world around them and to learn as they explore. In addition, Kindergarten provides an opportunity for children to engage with peers of their own age and forge friendships and relationships.

Kindergarten Entry Assessment (KEA)

As we think forward to the upcoming Kindergarten Year (2022-2023), it is important to note a key piece of legislation that recently passed June 2021. That key piece of legislation is [Senate Bill 1572](#), which states "if sufficient monies are appropriated, the State Board of Education shall adopt a statewide kindergarten entry evaluation tool to administer to pupils in Kindergarten programs within forty-five calendar days after the beginning of each school year or within forty-five days after a pupil enrolls."

Given the varying maturation levels upon Kindergarten entry, some children have a quarter more life experience than their class peers. In addition, children enter Kindergarten with varying degrees of preschool experience. The use of a Kindergarten entry assessment would allow teachers to have a clear understanding of and honor the skills that children bring and adjust their instruction accordingly. With the adoption of the [Arizona School Readiness Framework](#) in 2017, we acknowledged that school readiness was more than literacy and numeracy, but included five essential domains.

Five Domains of School Readiness

1. Language and Literacy Development

- Assess the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.

- To help children increase their language skills, it is important to read and talk with them throughout the day.
- Hearing new vocabulary spoken helps prepare children to identify unfamiliar words from context, as well as increase their overall phonological awareness.

2. Cognition and general knowledge (early math, science, and social studies)

- Focuses on observation exploration, and investigation of objects and concepts.
- The knowledge skill areas: classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes.
- Asking open-ended questions encourages a sense of exploration and curiosity.

3. Approaches to Learning (curiosity, initiative, persistence, creativity, problem-solving, and confidence)

- Approaches to learning and self-regulation can be considered intertwined due to the strong connections between the two areas.
- Building self-regulation skills that include self-control of feelings, behavior, and shared use of space and materials.
- Nurture persistence by encouraging children to follow through on a task. By giving children time to work independently through problems.

4. Physical well-being and motor development

- Assesses their motor development.
- The knowledge skill areas: perceptual-motor skills and movement concepts, gross locomotor movement skills, gross and fine motor manipulative skills.
- Encourage motor development by engaging in age-appropriate physical activities such as walking, running, and kicking a ball. As well as strengthening their fine motor development for writing by manipulating playdough, threading, playing with blocks to name a few.

5. Social and emotional development

- Assesses children's developing abilities to understand and interact with others and to form positive relationships with nurturing adults and their peers.

- The knowledge skill areas: identity of self in relations to others, social and personal understanding, relationships, and social interactions with familiar adults, relationships and social interactions with peers, and symbolic and sociodramatic play.
- Without a strong social emotional foundation learning won't happen. To encourage a sense of self, ask children questions about their preferences and interests and ask them to compare their interests to those of their peers.

KEA Tool

ADE and identified key stakeholders will work to identify a formative assessment tool to serve as the state's identified Kindergarten Entry Assessment. According to the National Association for the Education of Young Children (NAEYC), "Formative Assessment is a critical piece of a balanced, comprehensive system of assessment for young children...It is the most appropriate assessment approach for young children because their development is highly complex, dynamic, and often erratic and uneven" (Ackerman & Coley, 2012).

As we move forward in this space, appropriated funds will be used to pay for the cost of the identified tool and educator/administrator training. As we anticipate the identification of a KEA in the new year, it is imperative that educators and administrators increase their awareness and capacity around Formative Assessment and Kindergarten Entry Assessment. ADE and identified stakeholders will work to ensure that the identification process is also mindful of implementation considerations including training. We have provided some resources relative to KEA's and formative assessment here. Please stay tuned to our [Kindergarten](#) webpage as more information unfolds.

KEA Resources

Videos

- [Arizona's K-3 Formative Assessment](#)
- [NC Kindergarten Entry Assessment](#)
- [NC Kindergarten Entry Assessment \(KEA\) Success Story](#)
- [Ohio Kindergarten Readiness Assessment](#)
- [Kindergarten Entry Assessments: What You Need to Know](#)

- [Minnesota Kindergarten Entry Profile \(KEP\)](#) **Formative Assessment Resources**

Articles

- [Learning Policy Institute: High-Quality Early Childhood Assessment](#)
- [National Institute for Early Education Research \(NIEER\): The "Why" Behind Kindergarten Entry Assessments](#)
- [Kindergarten Entry Assessments: Practices and Policies](#)
- [Evaluating Kindergarten Readiness During the COVID-19 Pandemic](#)
- [Formative Assessment Process](#)
- [Formative Assessment Professional Learning Resources](#)
- [Formative Assessment Instructional Support Resources](#)
- [ADE Formative Assessment Resources](#)
- [Other State Formative Assessment Resources](#)



[ADE Kindergarten Website](#)

The Impact of Trauma on School Readiness

Awareness about Adverse Childhood Experiences (ACEs) continues to increase. What exactly *is* trauma? There are many forms, including but not limited to:

- Physical, sexual, or emotional abuse/neglect

- Witnessing family or community violence
- Living with adults with a substance use disorder or serious mental health issues
- Living through a traumatic event or series of events (e.g., natural disaster, car accident, medical events)
- Loss of or prolonged separation from a parent (e.g., death, incarceration, foster care placement)

The National Child traumatic Stress Network defines child trauma as “a traumatic event that is frightening, dangerous, or violent and that poses a threat to a child’s life or bodily integrity. Witnessing a traumatic event that threatens life or physical security of a loved one can also be traumatic. This is particularly important for young children as their sense of safety depends on the perceived safety of their attachment figures.”

Research data estimates that approx. 26 percent of children in the United States witness or experience a trauma before the age of 4 (Briggs-Gowan et al. 2010). Most early traumas (as much as 80%) occur at home and are perpetrated by the children’s own parents (HHS 2015).

Many early childhood educators are likely to encounter young children who have experienced trauma on a daily basis. These traumas may include emotional, physical, or sexual abuse; domestic violence; various forms of neglect; adoption; foster care; incarceration or death of a caregiver; natural disasters; medical and surgical procedures; and serious accidents (Herman [1992] 1997; NCTSN 2008; van der Kolk 2005). Contemporary trauma research demonstrates that all types of trauma can undermine children’s abilities to learn, create healthy attachments, form supportive relationships, and follow classroom expectations (NCTSN 2008).

Executive Function

Executive function refers to a set of skills that allows us to, among other things, regulate strong emotions, focus our attention, plan and carry out a variety of tasks, and adapt to and respond appropriately to changes (flexibility). We can think of executive function as the “air traffic controller” of the brain. Chronic, toxic stress in the first five years of life can have a detrimental effect on the developing brain. As the brain of a young child is growing and

creating millions of new connections, exposure to ongoing stress and trauma puts the child in a constant state of “fight or flight” mode. The child’s brain is focused on being hypervigilant towards possible threats to their safety, rather than feeling safe, secure, and cared for. A sense of trust, safety, and healthy attachment is critical for the development of executive function skills.

Now, think about a child in a preschool setting, where they are expected to develop skills such as getting along with peers, regulating their emotions, paying attention, and focusing on learning new things – all critical skills needed for later school success. This a complex set of skills that all young children are developing – and remember, these are emerging, not fully developed, skills in the preschool years.

For any child, this a complex and ongoing process. For a child who has experienced trauma, memory, concentration, and language skills can be hindered by a constant focus on threat assessment, as they have already formed a view of the world as an unsafe place (based on their experiences). This view, which makes sense in the face very real trauma in their lives, can strongly diminish their ability to accurately perceive the actions of others (peers and teachers) in the classroom. For these children, developing trusting relationships with teachers is key for their learning. They need extra support and guidance in order to learn how to manage their strong emotions and express their needs in appropriate, safe ways.

Resources

- [Center for The Developing Child at Harvard University: The Science of Adult Capabilities](#)
- [When Trauma Hinders Learning](#)



CLSD - Impacting the State of Arizona

In 2020, ADE awarded twenty-three Comprehensive Literacy State Development Grant (CLSD) subgrantees representing 12 Arizona counties who are leveraging CLSD grant resources to improve child literacy skills and instructional capacity on the science of reading.

The CLSD grant proposes to improve child literacy skills and instructional capacity on the science of reading. This grant project aims to strengthen collaboration, improve efficiency, and drive innovation to accelerate language and literacy outcomes by:

- Building capacity of educators to serve struggling and emerging readers more effectively.
- Increase the number of disadvantaged students who have access to high-quality, evidence-based practices and strategies to support struggling readers.

The CLSD grant initiative is impacting 750 educators and 13,800 students across the state of Arizona.

This 5-year \$20 million federal grant leverages subgrantees to provide evidence-based strategies and professional development such as literacy coaching, Language Essentials for Teachers of Reading and Spelling (LETRS) training, Reading Fundamentals, Tier I and Tier II curricula, participation in the Lectio approach to implementation science, and family engagement.

Want to Learn More?

Click below to visit our CLSD website and for additional resources.

Resources for Educators/Practitioners/Families

- [CLSD AZ Project Narrative Document](#)

[CLSD Website](#)

Grant Beneficiaries

Impact of the CLSD Grant Initiative



- 12 Counties
- 23 Subgrantees
- 40 Sites



- 750 Educators
- 13,800 Students

QUESTIONS?

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ECE Team Contacts

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