



Washington State Department of Early Learning

ECEAP Reminders and Links May 2016

ECEAP Saturation Study

Annually, the Department of Early Learning (DEL) prepares the [ECEAP and Head Start Saturation Study](#) to analyze access to Washington's state-funded pre-kindergarten program, the Early Childhood Education and Assistance Program (ECEAP), and Head Start programs serving 3- and 4-year-olds.

This saturation study data is part of the information used to determine appropriate locations for expansion of ECEAP slots. It is the best available estimate of locations with unserved, eligible children. Some eligible children may currently be in child care or other early learning programs. This 2015-16 study estimates the locations of 7,377 eligible three- and four-year-olds who would likely participate in ECEAP if space were available in their communities.

Early Learning Staff Survey

Please take a few moments to complete [this brief survey](#) on hiring and staff retention. DEL understands how difficult it can be to find quality early childhood educators. We want to learn more about your experience recruiting and retaining staff and its impact on your work. Sharing your knowledge will help strengthen supports for hiring and preparing early learning professionals.

Teaching Strategies GOLD[®]

For all issues related to ECEAP or the ELMS to GOLD[®] data feed, email del.wa@teachingstrategies.com. If you cc elms@del.wa.gov, we will help track that you get a prompt response.

For generic GOLD[®] assistance only, such as help with your login, you may use the email above or call 1-866-736-5913 between 4:00 a.m. and 6:00 p.m. Pacific Time.

ECEAP Background Checks

Beginning approximately July 1, 2016, ECEAP staff who may have unsupervised access to with children will be required to obtain "portable background checks" through DEL. ECEAP staff in licensed child care are already using this method. MERIT will be ready for other ECEAP staff approximately July 1. Please watch this newsletter for detailed instructions.

Important Dates

By May 15: Submit 2016-17 Service Area Agreements to DEL.

- [Sample Service Area Agreement](#)
- [Service Area Agreement Guidance Document](#)

May 30: Teachers finalize the spring checkpoint in Teaching Strategies GOLD[®] Online.

June 15: Submit the [ECEAP Self-Assessment](#) and [ECEAP Contractor Financial Disclosure Certification](#)

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ECEAP Self-Assessment

The [ECEAP 2015-16 Self-Assessment](#) is live on the DEL website. Due on June 15, the self-assessment reviews your compliance with requirements in the current ECEAP contract and Performance Standards. Self-assessment is one component of an ongoing cycle of continuous quality improvement. ECEAP Performance Standard A-8 requires all contractors to include ECEAP staff and parents in this annual assessment and document the results on this form.

Local Planning Areas

ECEAP is increasing our involvement in Local Planning Areas (LPAs). LPAs were created by the original WorkFirst legislation to provide community-based forums to coordinate services and activities to help TANF recipients become more stable, prepare for employment, and go to work. There are 26 LPAs across the state. They include representatives from local and state agencies, community and technical colleges, nonprofit organizations, tribes, and other community partners serving those most in need. LPAs meet regularly to build and maintain partnerships and leverage resources. They share information, address challenges for WorkFirst families as they move through the program to employment, and find ways to fill gaps in assistance.

During April, DEL Staff Karin Ganz and Nicole Lor spoke at the three regional LPA partnership meetings. They provided an overview of ECEAP and pointed out that we serve the same families. They talked about potential collaboration such as:

- ECEAP staff attending local LPA meetings.
- ECEAP contractors setting up tables in local CSO office lobbies on a regular basis to educate parents and local CSO office staff about ECEAP.
- LPA staff attending regional Early Learning Coalition meetings.
- Meetings between CSO, social work and WorkFirst specialists who provide case management and ECEAP staff to share information about the services each provides.
- Sharing staff trainings such as Motivational Interviewing, Families Moving Forward, and the Executive Function Coaching training through the Crittenton Women's Union family support pilot.

Karin and Nicole shared a list of ECEAP directors by county that LPA staff could invite to an LPA meeting. DEL hopes to receive LPA lead names to share this with ECEAP directors as soon possible. Please contact the Pre-K Specialist who works with your ECEAP program if you have questions about this collaboration.

ECEAP Brochure and Flyer

The new ECEAP brochure and flyer for reaching out to eligible families are available. Contractors can type their contact information in the textbox under "Questions" on the bottom left of the flyer and under "To enroll, contact" in the middle of the brochure and print them out. These materials are designed to be easy to understand for families who are not familiar with ECEAP.

- The Brochure can be downloaded [here](#).
- The Flyer can be downloaded in [English](#) and [Spanish](#).

Richland School District ECEAP Director

Richland School District is looking for a qualified ECEAP coordinator. Visit <https://richlandjobs.hrmlplus.net/JobOpenings.aspx>, click on Administrator jobs, then "Coordinator – Early Childhood Education".

ELMS Updates

The 2016-17 school year is now available in ELMS.

- All of this year's 3-year-olds automatically rolled over to the next school year in ELMS.
- You can now set up 2016-17 sites and classes and begin enrolling children in classes.
- If you have Extended Day classes, set these up in ELMS by June 30, so your transition to the new year in GOLD[®] goes smoothly.
- Three-page instructions: [Starting the New School Year in ELMS](#).

Paper applications

- The paper versions of the prescreen and application are revised substantially to meet new requirements and to match revised ELMS screens. There are several reworded questions and a new race/ethnicity detail section. Click [here](#) and scroll down to the Enrollment section to download and print.
- Forms are available in English and Spanish.
- There is a new version of [Documents to Verify](#), a list you can give parents to let them know which documents to bring in. There is also a link to this list on the last page of the prescreen in ELMS.
- Click [here](#) and scroll down to the Enrollment section to download and print.

ELMS improvements released on April 28, including:

- The Health Status by Child report now includes more detail for immunization status. Also, if a child is referred for vision or hearing evaluation, and the evaluation does not find a problem, the related column on this report will change from Fail to Pass.
- The Health Monitoring report has some data corrections.
- Contractor Admins who couldn't request transfers of child records from another contractor can now do so.

ELMS support

- For assistance with ELMS, email elms@del.wa.gov.

Indoor Playground In Need of New Home

Central Valley School District is giving away a Climb-n-Crawl Caterpillar Tunnel Playground and Alfresco Climbing Playground Kit. The caterpillar has feet and extends out with three more colored sections and a tail end. The climbing pieces are made by Wesco and are roughly 27 pieces that can be put together in a variety of ways for walking, balancing, crawling and stepping. They used it in a large space that had one inch padding on the floor to help with crawling. You will need to transport the kits. If you are interested, contact Barb Sattler at BSattler@cvsd.org.



Training Opportunities

Teaching Strategies GOLD® Training

This training is for staff new to Teaching Strategies GOLD® with a priority for new ECEAP Lead Teachers. This will be open to education/child development managers, assistant teachers and ECEAP Directors as space is available. Participants need to bring their own laptop.

- May 3 – 4, 2016 from 8:30 a.m. – 4:00 p.m. – ESD 114, Bremerton, WA
- May 16 – 17, 2016 from 8:30 a.m. – 4:00 p.m. – Lower Columbia College, Longview, WA
- Please register using this [link](#).

ECEAP Creative Curriculum® Coaching to Fidelity Training

This two-day coaching training is for ECEAP Early Achievers Coaches working in ECEAP programs participating in the Curriculum Pilot Study. This training is free of charge, except that no-shows will be required to pay the cost of their space, \$150, from non-ECEAP funds. Participants need to bring the Creative Curriculum® 5th edition Volumes 1-5.

- May 4 – 5, 2016 – The Landing at Tyee Yacht Club, Seattle, WA
- Please register using this [link](#).

Infant and Early Childhood Conference (IECC); Teaching Adults Track

This two-day conference can strengthen your presentation and facilitation skills for meetings and classes.

- May 4 – 6, 2016 from 8:30 a.m. – 5:00 p.m. – The Greater Tacoma Convention Center, Tacoma, WA
- Please register using this [link](#).

Early Achievers Orientation

This orientation is helpful to anyone who wants an overview of Early Achievers, including the components covered in the rating, and the role of the ECEAP contractor. Attending an orientation is required for those assigned as the Primary QRIS contact. If you have questions, contact Minnette Mason at minnette.mason@del.wa.gov.

- May 6, 2016 3:00 p.m. – 4:00 p.m. – The Landing at Tyee Yacht Club, Seattle, WA
- Please register using this [link](#).

Creative Curriculum® trainings for Lead Teachers

This two-day *Creative Curriculum*® training is for Lead Teachers, with priority registration for teachers in the Curriculum Pilot Study. This training is free of charge, except that no-shows will be required to pay the cost of their space, \$150, from non-ECEAP funds. Bring the Creative Curriculum® Volumes 1-5.

- May 19 – 20, 2016 – Community Colleges of Spokane, Spokane, WA
- Please register using this [link](#).

Starting Strong P-3rd Grade Institute

This three-day event builds connections among prenatal to 3rd grade educators and leaders to reduce the opportunity gap in the state of Washington.

- August 1 – 3, 2016 – The Greater Tacoma Convention Center, Tacoma, WA
- Early registration starts Monday, April 25 using this [link](#).

Professional Development Modules for Early Care and Education Providers

Washington State Department of Health developed three online, self-directed training modules for ECE providers. These modules focus on screen time, healthy eating and physical activity. All of the modules are accredited by DEL. Access the modules [here](#).

Online Teaching Strategies GOLD® Basic Course

Contractor staff with a *GOLD*® username can access this free, self-paced course online. In the four interactive modules, you can type in reflections, view video clips, and complete short activities and quizzes. A certification of completion is available when all four modules are completed. To access this course:

- Sign in [here](#).
- Go to Dashboard>Professional Development>Courses
- Select *Teaching Strategies GOLD*® Basic

***GOLD*® “How-To” Videos**

Teaching Strategies *GOLD*® offers short, helpful YouTube videos that cover both basic and advanced *GOLD*® topics including change or reset teacher passwords, checkpoint by multiple children, upload photos and videos, support and resource library, upload your own weekly planning form and Teaching Strategies *GOLD*® documentation app. Access these videos [here](#).

CLASS & Effective Teaching Strategies *GOLD*®

You can explore [resources](#) for teachers, coaches, and observers and learn about CLASS and effective interactions on this blog. You can view recent blog post topics, such as *How To Get Your Child to Listen: Finding Parallels with CLASS Dimensions* or *Teacher Tips: Balancing Regard and Organization*. You can also find information in the “View by Topic” column located in the right column of this blog webpage. You can also select this [link](#) to view these coach tips and many other topics.

Resources

Health

Bilingual Baby Brains and Increased Executive Functions

New [findings](#) reveals that bilingualism-related difference in brain activity is evident as early as 11 months of age, just as babies are on the verge of producing their first words. Before they even start talking, babies raised in bilingual households are getting practice at tasks related to executive function.

Effects of Homelessness on Young Children

This [brief](#) looks at the stressors faced by homeless children. There are negative effects on children's development, including physical, social-emotional, and cognitive development. Several policy and practice implications are stated to better the outcomes for homeless children.

Mealtime Approach for Early Learning Programs

The [Family Style Dining](#) is a meal service approach that programs can implement to address childhood obesity prevention and support children in developmentally appropriate mealtime experiences. All foods that meet the meal pattern requirement are placed on the table where children and adults sit together to share the meal. Children are encouraged to serve themselves independently or with adults' help.

Supportive Relationships and Resilience

This [paper](#) from the National Scientific Council on the Developing Child explains how protective factors in a child's social environment and body interact to produce resilience, and discusses strategies that promote healthy development in the face of trauma. At least one stable and committed relationship with a supportive adult can buffer children from developmental disruption and help them develop resilience or the set of skills needed to respond to adversity and thrive.

Early Education

Arts Improving Early Learning

Wolf Trap and the American Institutes for Research released [research findings](#) showing that students in Wolf Trap's Early Childhood STEM Learning through the Arts program gained an additional 26-34 days of math learning, as compared to students in control groups. This study helps to support the concept that the arts can be a powerful and effective way to teach young children.

Business Side of Early Care and Education

This [brief](#) talks about the business side of component of the Early Childhood field. Coordinated, well-designed professional development systems improve professional development capacity and access, strengthens workforce practice, and results in program improvement and better child outcomes.

Dual Language Learners

New resources and research on young dual language learners are linked from this NIEER [blog](#).

Early Years as Foundation for Education

The Office of Planning, Research & Evaluation (OPRE) released a [report](#) that focuses on the first three years of a child's life and highlights the foundational development that is needed for school readiness and future success. Some of the foundational principles that this report was based on include:

- Perceptual, motor, and physical development
- Social and emotional development
- Approaches to learning
- Language and communication
- Cognition

Funding Opportunity: Innovative Approaches to Literacy Program

High-quality programs designed to develop and improve literacy skills for children and students from birth through 12th grade in high-need local educational agencies (LEAs) and schools can apply for the Innovative Approaches to Literacy (IAL) Program. The IAL program supports the implementation of high-quality plans for childhood literacy activities and book distribution efforts that are supported by evidence of strong theory. For more information, click [here](#).

Licensed Child Care Promotes Health and Safety

This [article](#) by Kathy Thamm, Executive Director of Community-Minded Enterprises in Spokane, talks about the assumptions, reality and benefits of licensed child care.

Research on Preschool Inclusion

This [video](#) focuses on an overview of 40 years of research supporting early childhood inclusion. It reviews myths that surround children, adults and systems that support inclusion and reviews common features of programs that produce high outcomes for children.

Tools for Our Youngest Scientists and Engineers

This set of early STEM [resources](#) for families and educators support STEM in the early years. Many of the tips include activities that parents and teachers already do with young children, but they help adults use the language of STEM to understand that even a simple game of peek-a-boo teaches spatial awareness.

Public Policy

Ambitious National Investment in Children

This [article](#) explains that investments in early childhood care and education would have enormous benefits for children, families, society and the economy.

California Child Care Providers Demand Minimum Wage

This [article](#) indicates that because child care workers are considered independent contractors of the State of California, they're excluded from the new minimum wage of \$15. Higher wages would attract more quality early educators so that more children from low income families have a fair chance.

Homeless Children ESSA Guidelines

The Department of Education issued [guidelines](#) to address ways in which a State may assist local educational agencies (LEAs) to implement the provisions related to homeless children and youths amended by the Every Student Succeeds Act (ESSA) and review and revise policies and procedures that may present barriers to the identification, enrollment, attendance, and success of homeless children and youths in school.

Pay-For-Success Campaigns for Child Services

[Pay-for-success \(PFS\)](#) campaigns, which use social impact (SIB) bonds for funding, are becoming a little more common. The model is quite appealing to government executives because of the risk-free way of funding creative social programs.

States Where Day Care Costs More Than College

This [article](#) indicates that in nearly half the country, it's now more expensive to educate a 4-year-old in preschool than an 18-year-old in college, a finding that illustrates the rising burden many families face affording care for children.