

## Attachment C: ECEAP Provider Engagement and Readiness Pathways

This attachment includes Engagement and Readiness Pathways recommended by the ECEAP Early Childhood Education and Assistance Program (ECEAP) Expansion Think Tank for child care center, child care family home, K-12 and rural and remote ECEAP providers.

### 1. Child Care Center ECEAP Engagement and Readiness Pathway

This recommended engagement and readiness pathway shows the steps (shaded in green) and actions (shaded in gray) that all ECEAP contractors and providers take to explore ECEAP and prepare to deliver high-quality ECEAP services and the changes and supports suggested for child care providers.

The Think Tank’s Child Care Center Readiness Work Group explored recommendations from the *ECEAP Child Care Pathways Pilot Report* and actions identified by the Think Tank (July 2017) along with additional actions. The Think Tank recommends the suggested variations and additional supports noted below to engage and prepare more child care centers to offer ECEAP services.

- Row A - Shows the suggested variations from current policy and processes that can help engage and prepare more child care centers to provide ECEAP.
- Row B - Shows the additional supports that have been suggested.

Steps	1. Set Policy	2. Identify & Engage Potential Providers	3. Enable Provider Readiness and Set Slots	4. Prepare Providers to Offer Services	5. Provide High-Quality ECEAP Services
<b>ECEAP Contractors / Providers</b>	a. Determine availability of eligible families in service area.	b. Learn about ECEAP services and requirements. c. Consult with Department of Early Learning (DEL)/community partners about need. d. Determine fit with agency philosophy, plans and finances. e. Identify space or request facilities support.	f. Participate in readiness process (if new). g. Assess ability to reach EA level 3-4 and staff services. h. Explore contractor/subcontractor role. i. Create business plan and financial model. j. Develop/participate in/submit application to DEL.	k. Recruit, hire and train staff. l. Participate in orientation/training. m. Train teachers in GOLD™. n. Set up data/reporting systems. o. Recruit/enroll families. p. Arrange for Parent Council, Health Advisory Committee. q. Arrange for comprehensive services and agreements. r. Establish and/or implement service area agreements. s. Set up environments. t. Set staff PD plans.	u. Meet all standards/requirements. v. Achieve EA 4/5 rating. w. Enter ELMS data. x. Administer child assessments. y. Implement Continuous Quality Improvement (CQI) practices. z. Implement strong cultural/linguistic responsiveness practices. aa. Connect with regional partners.

Steps	1. Set Policy	2. Identify & Engage Potential Providers	3. Enable Provider Readiness and Set Slots	4. Prepare Providers to Offer Services	5. Provide High-Quality ECEAP Services
<b>A. Variations</b>	<ul style="list-style-type: none"> <li>a. <u>Eligibility</u>. Increase ability to include more higher-income children in ECEAP. Consider following DSHS guidelines (200 percent Federal Poverty Level (FPL)) but stagger cost for points of eligibility.</li> <li>b. <u>Fluctuations/Risk</u>. Examine ways to help child care providers manage the uncertainty of varying enrollment within their business model.</li> <li>c. <u>Ratings</u>. Explore ways to prepare more centers to achieve an Early Achievers (EA) rating of 4 so that they can participate in ECEAP. (<b>NOTE:</b> The work group recommended allowing a high Level 3 rating. However, the requirement for ECEAP providers to be rated at a Level 4 or above is set in state law <a href="#">RCW 43.215.415</a>, sections 4-6).</li> <li>d. <u>Programming</u>. Ensure that models and service mix are doable for centers. Extended day is the best fit for centers and summer programming is also important.</li> <li>e. <u>Slot Rates</u>. Ensure adequate slot rates and pass-through amounts.</li> <li>f. <u>Risk Factors</u>. Consider providing additional funding for very high-risk children.</li> <li>g. <u>Facilities</u>. Increase access to facilities funds.</li> <li>h. <u>Competency</u>. Assess teacher competency rather than depending solely on education. Reframe politics of credentialing.</li> <li>i. <u>Internships</u>. Create ability for intensive student teaching internships.</li> </ul>	<ul style="list-style-type: none"> <li>j. <u>Communication and Outreach</u>. Provide communication tools, outreach and peer mentors to interest more centers in ECEAP.</li> <li>k. <u>Simple Readiness Assessment</u>. Conduct a simple readiness assessment exploring interest and fit, including understanding the experiences of families in ECEAP (i.e. poverty, ACES).</li> <li>l. <u>Business Model Examples</u>. Provide examples of financially sustainable ways to deliver services.</li> <li>m. <u>Exploring with Peers</u>. Connect potential center providers with peers providing ECEAP to explore fit/interest.</li> </ul>	<ul style="list-style-type: none"> <li>n. <u>Pathways Training &amp; Assessment</u>. Provide pathways training statewide and conduct in-depth readiness assessment following pathways training (in process).</li> <li>o. <u>Peer Mentoring</u>. Connect potential child care providers with ECEAP peers to learn how ECEAP services and standards can fit into their child care program. Consider providing incentives as taking time away is challenging.</li> <li>p. <u>In-Depth Readiness Assessment</u>. Conduct in-depth readiness assessment following pathways training.</li> <li>q. <u>Contractor/Subcontractor Fit</u>. Develop a method, such as a set of questions, to help contractors and determine potential if they are a good fit for each other.</li> <li>r. <u>Contractor Training</u>. Provide training and coaching to contractors concerning how to work with schools and child care providers.</li> <li>s. <u>Orientation</u>. Provide an ECEAP orientation before new contractors submit applications.</li> </ul>	<ul style="list-style-type: none"> <li>t. <u>Longer Runway</u>. Provide more time between slot award and initiation of services to prepare for service delivery.</li> <li>u. <u>Extra Help/Technical Assistance</u>. Provide start-up funds, extra TA and help for providers and teaching staff to help them prepare to deliver services.</li> <li>v. <u>Shared Service Hubs</u>. Create shared services hubs to offer options for comprehensive services, business services and potentially other functions.</li> <li>w. <u>ELMS/Enrollment Training</u>. Conduct this training in the summer so that providers can be prepared.</li> </ul>	<ul style="list-style-type: none"> <li>x. <u>Intensive Supports</u>. Provide more intensive support for new providers.</li> <li>y. <u>Shared Services</u>. Have the option of having comprehensive services and/or business services done by the contractor, shared service hub/other entity.</li> </ul>

Steps	1. Set Policy	2. Identify & Engage Potential Providers	3. Enable Provider Readiness and Set Slots	4. Prepare Providers to Offer Services	5. Provide High-Quality ECEAP Services
<b>B. Supports</b>	<p>a. <u>Subcontractor Rates</u>. Ensure adequate slot rates percent is passed through to child care center subcontractors.</p> <p>b. <u>Shared Services</u>. Make it possible for comprehensive services to be done by the contractor or a shared service hub. (Comprehensive services can be difficult for centers on their own.)</p> <p>c. <u>Risk Factors</u>. Consider providing additional funding for very high-risk children.</p> <p>d. <u>Behavioral Supports</u>. Provide additional behavioral supports.</p> <p>e. <u>Workforce Pipeline</u>. Incorporate ECEAP or all of early childhood career pathways into Running Start.</p>	<p>f. <u>Identifying Providers</u>. Start with providers at EA levels-3-5. Use multiple outreach methods and trusted messengers (coaches, early learning coalitions, etc.).</p> <p>g. <u>Readiness Checklist</u>. Create readiness checklist/tool to help determine: (1) readiness; and (2) fit between contractors and providers.</p> <p>h. <u>Flexible, Clearly Defined Pathways and Individualized Supports</u>. Describe clear pathways for centers to become ECEAP providers. Provide flexibility to allow for individual progress and gaps before next steps.</p> <p>i. <u>Orientation</u>. Provide an orientation to help providers assess if ECEAP is a good fit for them as part of the Pathways Training (already in place).</p> <p>j. <u>Substitutes</u>. Consider using a model in which a Head Start-level teacher (with portable background check) comes with the coach during the program day to run the program while the coach and owner work on preparation issues.</p> <p>k. <u>Partnering</u>. Help providers partner with contractors.</p> <p>l. <u>Contractor Training</u>. Develop training for contractors about effective subcontracting/relationships.</p>	<p>m. <u>Pre-Training Site Visit</u>. Provide pre-training visit to discuss fit.</p> <p>n. <u>Pathways Training</u>. Extend Pathways training statewide. (Cohort training with assessment, action plan and coaching in between each training module.) Use updated <i>Pathways</i> training curriculum and toolkit.</p> <p>o. <u>Business Training and Support</u>. Provide business training through the pathways training module. Provide more intensive coaching and access to specialized resources (i.e., lawyer, accountant) in the training to help build business capacities. (Consider whether a shared services hub could do this.)</p> <p>p. <u>Coaching</u>. Provide coaching to help providers understand/prepare for ECEAP services. Allow adequate time for coaches build relationships and to coordinate with licensing and Early Achievers.</p> <p>q. <u>Peer Mentoring</u>. Pair child care centers with a peer who has gone through the process.</p>	<p>r. <u>Eligible Children</u>. Help contractors/subcontractors identify eligible children in local communities.</p> <p>s. <u>ELMS/Enrollment Training</u>. Conduct this training in the summer so that providers can be prepared.</p> <p>t. <u>Peer Mentoring</u>. Pair child care centers with a peer who has gone through the process.</p> <p>u. <u>Scholarships</u>. Continue/expand Early Achievers scholarships.</p>	<p>v. <u>Extra Supports</u>. Provide more intensive supports to new providers.</p> <p>w. <u>Behavioral Support</u>. Provide more support for challenging behaviors.</p> <p>x. <u>Subcontractor Webinars</u>. Hold training webinars for subcontractors.</p>

## 2. Family Child Care Home-ECEAP Readiness Pathway

This recommended engagement and readiness pathway shows the steps (shaded in green) and actions (shaded in gray) that all ECEAP contractors and providers take to explore ECEAP and prepare to deliver high-quality ECEAP services and the changes and supports suggested for family child care home providers.

The Think Tank’s Family Child Care Home Work Group explored recommendations from the *ECEAP Child Care Pathways Pilot Report* and actions identified by the Think Tank (July 2017) along with additional actions. The Think Tank recommends the suggested variations and additional supports noted below to engage and prepare more family child care homes to offer ECEAP services.

- Row A - Shows the suggested variations from current policy and processes that can help engage and prepare more child care family homes to provide ECEAP.
- Row B - Shows the additional supports that have been suggested.

Steps	1. Set Policy	2. Identify & Engage Potential Providers	3. Enable Provider Readiness and Submit Application	4. Prepare Providers to Offer Services	5. Provide High-Quality ECEAP Services
ECEAP Contractors/ Providers	a. Determine availability of eligible families in service area.	b. Learn about ECEAP services and requirements. c. Consult with DEL/community partners about need. d. Determine fit with agency philosophy, plans and finances. e. Identify space or request facilities support.	f. Participate in readiness process (if new). g. Assess ability to reach EA level 3-4 and staff services. h. Explore contractor/subcontractor role. i. Create business plan and financial model. j. Develop/participate in/submit application to DEL.	k. Recruit, hire and train staff. l. Participate in orientation/training. m. Train teachers in GOLD™. n. Set up data/reporting systems. o. Recruit/enroll families. p. Arrange for Parent Council, Health Advisory Committee. q. Arrange for comprehensive services and agreements. r. Establish and/or implement service area agreements. s. Set up environments. t. Set staff PD plans.	u. Meet all standards/ requirements. v. Achieve EA 4/5 rating. w. Enter ELMS data. x. Administer child assessments. y. Implement CQI practices. z. Implement strong cultural/linguistic responsiveness practices. aa. Connect with regional partners.

Steps	1. Set Policy	2. Identify & Engage Potential Providers	3. Enable Provider Readiness and Submit Application	4. Prepare Providers to Offer Services	5. Provide High-Quality ECEAP Services
<b>A. Variations</b>	<p>a. <u>Fluctuations /Turnover</u>. Address the challenge of fluctuations in enrollment and turn-over in a small environment.</p> <p>b. <u>Ratings</u>. Explore ways to prepare more family child care homes to achieve an EA rating of 4 so that they can participate in ECEAP. (<b>NOTE:</b> The work group recommended allowing a high 3 rating. However, the requirement for participating child care programs to be rated at a 4 or above is codified in state law <a href="#">RCW 43.215.415</a>, sections 4-6).</p> <p>c. <u>Programming</u>. Provide for summer programming. (This is important for Family Child Care Home financial viability.)</p> <p>d. <u>Slot Pass-Through Amounts</u>. Ensure adequate slot rates and pass-through amounts.</p> <p>e. <u>Risk Factors</u>. Add additional funding for very high-risk children.</p> <p>f. <u>Facilities</u>. Increase access to facilities funds.</p> <p>g. <u>Competency, Not Just Education</u>. Assess competency rather than depending solely on education and credentialing.</p> <p>h. <u>Administrative Funds</u>. Provide more administrative funds. (This model costs more.)</p> <p>i. <u>Internships</u>. Create ability for intensive student teaching internships.</p>	<p>j. <u>Identifying Providers</u>. Start with providers at EA levels-3-5. Use multiple outreach methods and trusted messengers (coaches, early learning coalitions).</p> <p>k. <u>Communication and Outreach</u>. Develop outreach/communication tools and peer mentors to interest more family child care homes in ECEAP.</p> <p>l. <u>Simple Readiness Assessment</u>. Conduct a simple readiness assessment exploring interest and fit, including understanding the experiences of families in ECEAP (i.e. poverty, ACES).</p> <p>m. <u>Business Model Examples</u>. Develop examples of integrating ECEAP fiscal requirements into existing business practices.</p>	<p>n. <u>Pathways Training</u>. Provide pathways training and coaching statewide (in process).</p> <p>o. <u>In-Depth Readiness Assessment</u>. Conduct in-depth readiness assessment following pathways training (in process).</p> <p>p. <u>Contractor Training</u>. Provide training and coaching to contractors concerning how to work with schools and child care providers.</p> <p>q. <u>Contractor/Subcontractor Fit</u>. Develop a method, such as a set of questions, to help contractors and determine potential if they are a good fit for each other.</p> <p>r. <u>Partners</u>. Help family child care homes identify and partner with contractors.</p>	<p>s. <u>Longer Runway</u>. Provide more time to prepare for service delivery between slot award and initiation of services.</p> <p>t. <u>Extra Help/TA</u>. Provide start-up funds, extra TA and help for providers and teaching staff to help them prepare to deliver services.</p> <p>u. <u>Shared Service Hubs</u>. Create shared services hubs to offer options for comprehensive services, business services and potentially other functions.</p>	<p>v. <u>Intensive Supports</u>. Provide more intensive support for new providers.</p> <p>w. <u>Shared Services</u>. Have the option of having comprehensive services and/or business services done by the contractor, shared service hub or another entity.</p>
<b>B. Supports</b>	<p>a. <u>Subcontractor Rates</u>. Ensure adequate slot rates percent is passed through to FCCHs.</p> <p>b. <u>Shared Services</u>. Make it possible for comprehensive services to be done by the contractor or a shared service hub. (Comprehensive services can be difficult for family child care homes on their own.)</p> <p>c. <u>Risk Factors</u>. Provide additional funding for very high-risk children.</p> <p>d. <u>Impact</u>. Articulate the impact of this model on access in terms of serving kids we would not otherwise reach (choice, cultural responsiveness, etc.) to engage more FCCHs and help the public understand the value of ECEAP in FCCH.</p>	<p>e. <u>Flexible, Clearly-Defined Pathways and Supports</u>. Describe pathways clearly, provide flexibility for individual progress.</p> <p>f. <u>Outreach &amp; Communication</u>. Look for providers who are open to change. Use multiple methods (info sheet, webinar, in-person meetings with peers/ECEAP contractors) to reach family child care homes. Provide information early about what they will need to do, ECEAP benefits, and supports DEL will provide.</p> <p>g. <u>Peer Mentors</u>. Connect interested FCCH providers with peer mentors to help them envision providing ECEAP. To start, connect them with another ECEAP provider in their community.</p> <p>h. <u>Orientation</u>. Provide orientation to help providers assess if ECEAP is a good fit as part of the pathways training (in place).</p>	<p>i. <u>Pathways Training</u>. Provide pathways training (8-session cohort training, coaching between sessions provided by Child Care Aware (CCA), using updated <i>Pathways</i> training curriculum and toolkit) with more coaching if needed.</p> <p>j. <u>Business Training and Support</u>. Provide business training through the pathways training module. Provide more intensive coaching and access to specialized resources (i.e., lawyer, accountant) in the training to help build business capacities. (Consider whether a shared services hub could do this.)</p> <p>k. <u>Substitutes</u>. Consider PSESD model (Head Start-level teacher runs program while the coach and owner work together to prepare for ECEAP).</p> <p>l. <u>DEL Webinar and Technical Assistance</u>. Provide an orientation and TA to prepare providers to submit an ECEAP application. (Note: This is a legal process so there may be limitations.)</p> <p>m. <u>Partnering</u>. Help potential providers partner with contractors.</p>	<p>n. <u>Eligible Children</u>. Help contractors/providers identify eligible children.</p> <p>o. <u>Comprehensive Services</u>. Help providers identify comprehensive services partners (if needed).</p> <p>p. <u>ELMS/Enrollment Training</u>. Conduct training during summer to prepare providers.</p> <p>q. <u>Systems and Service Area Agreements</u>. Provide supports to establish all required systems, comprehensive services and agreements.</p> <p>r. <u>Peer Mentoring</u>. Establish peer mentors to help/support FCCHs set up systems, comprehensive services and agreements, etc.</p> <p>s. <u>Scholarships</u>. Continue/expand Early Achievers scholarships.</p>	<p>t. <u>Extra Supports</u>. Provide more intensive supports to new providers.</p> <p>u. <u>Fluctuations /Turnover</u>. Help providers manage the uncertainty of year-to-year fluctuations in enrollment and turn-over in a small environment.</p>

### 3. K-12 ECEAP Readiness Pathway

This recommended engagement and readiness pathway shows the steps (shaded in green) and actions (shaded in gray) that all ECEAP contractors and providers take to explore ECEAP and prepare to deliver high-quality ECEAP services and the changes and supports suggested for K-12 providers.

The Think Tank’s K-12 Work Group considered actions identified by the Think Tank (July 2017) along with additional actions. The Think Tank recommends the suggested variations and additional supports noted below to engage and prepare more K-12 providers to offer ECEAP services.

- a. Row A - Shows the suggested variations from current policy and processes that can help engage and prepare more child care centers to provide ECEAP.
- b. Row B - Shows the additional supports that have been suggested.

Steps	1. Set Policy	2. Identify & Engage Potential Providers	3. Enable Provider Readiness and Submit Application	4. Prepare Providers to Offer Services	5. Provide High-Quality ECEAP Services
<b>ECEAP Contractors / Providers</b>	<ul style="list-style-type: none"> <li>a. Determine availability of eligible families in service area.</li> </ul>	<ul style="list-style-type: none"> <li>b. Learn about ECEAP services and requirements.</li> <li>c. Consult with DEL/community partners about need.</li> <li>d. Determine fit with agency philosophy, plans, finances.</li> <li>e. Identify space or request facilities support.</li> </ul>	<ul style="list-style-type: none"> <li>f. Participate in readiness process (if new).</li> <li>g. Assess ability to reach EA level 3-4 and staff services.</li> <li>h. Explore contractor/subcontractor role.</li> <li>i. Create business plan and financial model.</li> <li>j. Develop/participate in/submit application to DEL.</li> </ul>	<ul style="list-style-type: none"> <li>k. Recruit, hire and train staff.</li> <li>l. Participate in orientation/training.</li> <li>m. Train teachers in GOLD™.</li> <li>n. Set up data/reporting systems.</li> <li>o. Recruit/enroll families.</li> <li>p. Arrange for Parent Council, Health Advisory Committee.</li> <li>q. Arrange for comprehensive services and agreements.</li> <li>r. Establish and/or implement service area agreements.</li> <li>s. Set up environments.</li> <li>t. Set staff PD plans.</li> </ul>	<ul style="list-style-type: none"> <li>u. Meet all standards/requirements.</li> <li>v. Achieve EA 4/5 rating.</li> <li>w. Enter ELMS data.</li> <li>x. Administer child assessments.</li> <li>y. Implement CQI practices.</li> <li>z. Implement strong cultural/linguistic responsiveness practices.</li> <li>aa. Connect with regional partners.</li> </ul>

Steps	1. Set Policy	2. Identify & Engage Potential Providers	3. Enable Provider Readiness and Submit Application	4. Prepare Providers to Offer Services	5. Provide High-Quality ECEAP Services
<b>A. Variations</b>	<p>a. <u>Facilities</u>. Increase access to facilities and facilities funds.</p> <p>b. <u>ECEAP/Special Ed</u>. Enhance integration and alignment between ECEAP and special education philosophy, requirements and practices so that they work for all children.</p> <p>c. <u>Alignment</u>. Consider developing a school-based ECEAP model that aligns ECEAP and K-12 expectations.</p> <p>d. <u>Fiscal Requirements</u>. Simplify and make cost allocation more flexible (e.g., Early Head Start funding approach). Clarify requirements and make them consistent.</p> <p>e. <u>Compensation Parity</u>. Parity of compensation and expectations for ECEAP and certificated teachers in schools.</p> <p>f. <u>Internships</u>. Create ability for intensive student teaching internships.</p>	<p>g. <u>Early Learning School District Survey</u>. Conduct an early learning landscape survey to learn about school district early learning efforts, interests, needs and community connections (Office of Superintendent of Public Instruction (OSPI)).</p> <p>h. <u>Communication and Outreach</u>. Reach out through ESD superintendents (monthly meetings with superintendents). (DEL/OSPI)</p> <p>i. <u>Tools</u>. Create print and online tools:</p> <p>j. <u>District-Level Data</u> for ECEAP/HS and licensed child care to help superintendents and school boards see need. (This could also help schools and communities with Washington Kindergarten Inventory of Developing Skills (WaKIDS) coordination.)</p> <p>k. <u>One-Pager</u>. One-pager with key facts about ECEAP, alignment to K, additional benefits and what it would take. Highlight other successful districts.</p> <p>l. <u>Guide to Becoming an ECEAP Provider</u>. Develop a workbook-like guide (checklists and space for action plans, etc.) that describe the philosophy (focus on child and family strengths, comprehensive services, whole child approach), steps and actions to become an ECEAP provider to help districts assess fit and preparedness.</p> <p>m. <u>Business Model Examples</u>. Develop examples of ways ECEAP programming, funding and cost allocation can integrate with other programs (SPED, Title I, etc.).</p> <p>n. <u>Develop Recommended Title Program Needs Assessments for Schools</u>. Develop set of recommended needs assessments for Title Programs (Title I, etc. II, III, IX, etc.) including questions about current preschool programs (ECEAP and Head Start) and possibly licensed child care as a resource for community early learning planning (OSPI and DEL).</p> <p>o. <u>Orientation</u>. Develop and record webinar orientation for districts using the messaging and tools noted above.</p> <p>p. <u>Peer Connections</u>. Connect potential school providers with peers/contractors providing ECEAP to help potential providers learn about ECEAP.</p>	<p>q. <u>Training Webinars</u> - Identify and develop webinars on topics that will be most important to districts preparing to provide ECEAP.</p> <p>r. <u>Blending of Funds Guidance</u>. Provide detailed guidance and examples of how cost allocation and blending of funds with other programs (SPED, Title I, etc.).</p> <p>s. <u>Peer Connections</u>. Link interested districts with districts providing ECEAP.</p> <p>t. <u>Contractor Training</u>. Provide training and coaching to contractors concerning how to work with schools and child care providers.</p> <p>u. <u>Connections to Partners</u>. Help school providers identify and connect with current contractors and with early learning partners in their community.</p>	<p>v. <u>Comprehensive Services</u>. Help schools identify comprehensive services partners (if needed).</p> <p>w. <u>Blending of Funds Consultation</u>. Develop methods to provide consultation about cost allocation blending of funds with other programs (SPED, Title I, etc.).</p> <p>x. <u>ELMS/Enrollment Training</u>. Conduct this training as soon as staff are available so that providers can be prepared.</p> <p>y. <b>Note:</b> The following are recommended for both new providers and as system improvements for all of ECEAP.</p> <p>z. <u>Special Education</u>. Strengthen the education experience for children with special needs who have Individual Education Plans (IEPs).</p> <p>aa. <u>Provide information</u> to support district IEP teams identifying appropriate placements (OSPI and DEL).</p> <p>bb. <u>Provide guidance from OSPI</u> to support IEP Teams in making appropriate placements.</p> <p>cc. <u>Provide training</u> to school IEP teams concerning how to provide ECEAP for special education kids in the least restrictive environment.</p>	<p>dd. <u>Intensive Supports</u>. Provide more intensive support for new providers.</p> <p>ee. <u>Fluctuations /Turnover</u>. Find a way to preserve capacity during fluctuation of enrollment.</p>

Steps	1. Set Policy	2. Identify & Engage Potential Providers	3. Enable Provider Readiness and Submit Application	4. Prepare Providers to Offer Services	5. Provide High-Quality ECEAP Services
<b>B. Supports</b>	<p>a. <u>Subcontractor Rates</u>. Ensure adequate slot rates percent is passed through to schools.</p> <p>b. <u>Compensation</u>. As McCleary (increased funding for schools) is implemented, encourage districts to provide comparable wages to ECEAP teachers and staff (OSPI).</p>	<p>c. <u>Outreach &amp; Communication</u>. Use multiple methods (info sheet, webinar, in-person meetings with peers and with ECEAP/contractors) to reach potential K-12 providers. Look for schools who are open to change. Provide information early about what they will need to do, how ECEAP will benefit them and what supports ECEAP will provide.</p>	<p>d. <u>Readiness Self-Assessment</u>. Conduct in-depth readiness self-assessment and create action plan using guide to becoming an ECEAP provider.</p> <p>e. <u>Coaching/Mentoring</u>. Provide mentoring/coaching to help schools understand/prepare for:</p> <p>f. Administrative and programmatic elements of providing ECEAP (joint DEL and OSPI).</p> <p>g. Coordination/participation with Early Achievers and licensing.</p>	<p>h. <u>Eligible Children</u>. Help contractors/subcontractors identify eligible children in local communities.</p> <p>i. <u>Shared Services</u>. Arrange for comprehensive services to be done by the contractor, shared service hub or another entity (if needed).</p> <p>j. <u>Fiscal Practices</u>. Training and consultation on implementing cost allocation, blending of funds with other programs (SPED, Title I, etc.) and fiscal practices.</p> <p>k. <u>Scholarships</u>. Continue/expand Early Achievers scholarships.</p>	<p>l. <u>Extra Supports</u>. Provide more intensive supports to new providers.</p>

## 4. Rural and Remote Provider ECEAP Readiness Pathway

This recommended engagement and readiness pathway shows the steps (shaded in green) and actions (shaded in gray) that all ECEAP contractors and providers take to explore ECEAP and prepare to deliver high-quality ECEAP services, and the changes and supports suggested for rural and remote providers.

The Think Tank's Rural and Remote Provider Work Group considered actions identified by the Think Tank (July 2017) along with additional actions. The Think Tank recommends the suggested variations and additional supports noted below to engage and prepare more K-12 providers to offer ECEAP services.

- Row A - Shows the suggested variations from current policy and processes that can help engage and prepare more child care centers to provide ECEAP.
- Row B - Shows the additional supports that have been suggested.

Steps	1. Set Policy	2. Identify & Engage Potential Providers	3. Enable Provider Readiness and Submit Application	4. Prepare Providers to Offer Services	5. Provide High-Quality ECEAP Services
<b>ECEAP Contractors / Providers</b>	a. Determine availability of eligible families in service area.	b. Learn about ECEAP services and requirements. c. Consult with DEL/community partners about need. d. Determine fit with agency philosophy, plans and finances. e. Identify space or request facilities support.	f. Participate in readiness process (if new). g. Assess ability to reach EA level 3-4 and staff services. h. Explore contractor/subcontractor role. i. Create business plan and financial model. j. Develop/participate in/submit application to DEL.	k. Recruit, hire and train staff. l. Participate in orientation/training. m. Train teachers in GOLD™. n. Set up data/reporting systems. o. Recruit/enroll families. p. Arrange for Parent Council, Health Advisory Committee. q. Arrange for comprehensive services and agreements. r. Establish and/or implement service area agreements. s. Set up environments. t. Set staff PD plans.	u. Meet all standards/requirements. v. Achieve EA 4/5 rating. w. Enter ELMS data. x. Administer child assessments. y. Implement CQI practices. z. Implement strong cultural/linguistic responsiveness practices. aa. Connect with regional partners.

Steps	1. Set Policy	2. Identify & Engage Potential Providers	3. Enable Provider Readiness and Submit Application	4. Prepare Providers to Offer Services	5. Provide High-Quality ECEAP Services
<p><b>A. Variations</b></p>	<ul style="list-style-type: none"> <li>a. <u>Eligibility</u>. Increase ability to include higher-income children in ECEAP (increase eligibility to 185 percent FPL or increase allowable over-income children). Small districts tend to not have enough eligible children under current guidelines to make it feasible. (Note: child care work group suggested using DSHS 200 percent limit and staggering points.)</li> <li>b. <u>Flexibility</u>. Allow fewer children per contractor in rural areas.</li> <li>c. <u>Slot Rates/Compensation</u>. Make it possible to pay market rate compensation. Rural communities are losing staff to positions that pay more/have less responsibility.</li> <li>d. <u>Workforce - "Grow Your Own."</u> Develop a registered apprenticeship program (like Philadelphia) to attract staff from the community.</li> <li>e. <u>Travel</u>. Provide funds for travel to and from work. Rural areas tend not to have enough qualified staff and consultants. The ability to recruit staff from other areas requires supporting their travel.</li> <li>f. <u>Model Adaptations</u>. Determine model variations needed to serve areas where classroom and FCCH settings are not viable or available (perhaps a virtual model.)</li> <li>g. <u>Ability to Work with Multiple Provider Types</u>. Build a rural and remote pathway that allows for multiple provider types.</li> <li>h. <u>Local-State Funding Partnerships</u>. Explore rural community interest in contributing to the Early Start Account (for mutually agreed upon uses). Also explore a sliding fee scale approach.</li> <li>i. <u>Fluctuating capacity</u>. Find a way to preserve capacity during fluctuation of enrollment.</li> <li>j. <u>Facilities</u>. Increase access to facilities and facilities funds.</li> <li>k. <u>Internships</u>. Create ability for intensive student teaching internships.</li> </ul>	<ul style="list-style-type: none"> <li>l. <u>K-12 Communication and Outreach</u>. Reach out through ESD superintendents (monthly meetings with superintendents). This would be best as a joint DEL/OSPI effort (from K-12).</li> <li>m. <u>Tools</u>. Create print and online tools:</li> <li>n. <u>District Level Data</u>. ECEAP/HS and licensed child care data to help superintendents, school boards and communities see need. Frame child care as valuable service and note ECEAP's additional comprehensive services and demonstrated outcomes. (This could also help schools with WaKids coordination).</li> <li>o. <u>One pagers for schools, child care providers and communities</u>. Include key facts about ECEAP, alignment to kindergarten, additional benefits and what it would take. Highlight other successful districts.</li> <li>p. <u>Readiness checklist</u> with a list of what it will take and the benefits they will get.</li> <li>q. <u>Child Care Provider Outreach</u>. Partner with CCA coaches and other trusted messengers to reach out to child care providers.</li> <li>r. <u>Business Model Examples</u>. Develop examples of how ECEAP programming, funding and cost allocation can integrate with other programs (SPED, Title I, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>s. <u>Orientation</u>. Participate in an ECEAP orientation prior to submitting or participating in a proposal for ECEAP slots (tailored for contractors, subcontractors and types of providers).</li> <li>t. <u>Help blending funding</u>. Educate schools on how programming and cost allocation works.</li> <li>u. <u>Contractor Training</u>. Provide training and coaching to contractors concerning how to work with schools and child care providers.</li> <li>v. <u>Partners</u>. Help interested contractors and providers identify each other and determine fit.</li> </ul>	<ul style="list-style-type: none"> <li>w. <u>Comprehensive services</u>. Help providers identify comprehensive services partners (if needed).</li> <li>x. <u>Help blending funding</u>. Educate schools on how programming and cost allocation works.</li> <li>y. <u>ELMS/Enrollment training</u>. Conduct this training as early as possible so that providers can be prepared.</li> <li>z. <u>Scholarships</u>. Continue/expand Early Achievers scholarships.</li> </ul>	<ul style="list-style-type: none"> <li>aa. <u>Intensive Supports</u>. Provide more intensive support for new providers.</li> </ul>

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<b>B. Supports</b>	<p>a. <u>Subcontractor rates</u>. Provide guidance about reasonable pass-through rates from contractors to subcontractors.</p> <p>b. <u>Funding</u>. Allow partial slot rates for non-eligible children to preserve capacity (where applicable).</p>	<p>c. <u>Peer Connections</u>. Connect potential providers with rural and remote peers who are now providing ECEAP.</p> <p>d. <u>Clear Pathways and Supports</u>. Describe pathways clearly, provide flexibility to allow for individual progress.</p> <p>e. <u>Outreach &amp; Communication</u>. Look for providers who are open to change. Use multiple methods (info sheet, webinar, in-person meetings with peers and with ECEAP/contractors) to reach family child care providers. Provide information early about what they will need to do, how ECEAP will benefit them and what supports ECEAP will provide.</p> <p>f. <u>Pre-training visit</u>. Provide pre-training visit to discuss fit.</p>	<p>g. <u>Pathways Training for Child Care Providers</u>. Provide Pathways Training (8-session cohort training, coaching between sessions provide by CCA, using updated <i>Pathways</i> training curriculum and toolkit) with additional coaching if and as needed.</p> <p>h. <u>Coaching</u>. Provide coaching to help providers/schools prepare for ECEAP services. Allow adequate time for coaches build relationships and to coordinate with licensing and Early Achievers.</p>	<p>i. <u>Shared Services</u>. Arrange for comprehensive services to be done by the contractor, shared service hub or another entity (if needed).</p> <p>j. <u>Preparing Subcontractors</u>. Provide additional training webinars for subcontractors (MERIT, ELMS, fiscal).</p> <p>k. <u>ELMS/Enrollment training</u>. Conduct this training as early as possible so that providers can be prepared.</p> <p>l. <u>Scholarships</u>. Continue/expand Early Achievers scholarships.</p>	<p>m. <u>Extra Supports</u>. Provide more intensive supports to new providers.</p>