



Washington State Department of Early Learning

# ECEAP

## Reminders and Links

### April 2017

#### Request for Applications for 2017-18 ECEAP slots

DEL has released the application for new ECEAP slots. Applications are due by 4:00 p.m. on April 28. Please see the details [here](#).

#### Updated Child Applications for 2017-18

The 2017-18 ECEAP child prescreen and application forms are now available for download [here](#), for those of you who use paper forms. Scroll down to the Enrollment section. They are in Word, so you can customize them with your contact information. The forms are updated to match changes in ELMS in the past year, including:

- Addition of Indian Child Welfare (ICW) next to CPS.
- Optional fields to describe who referred the family to ECEAP.
- A field for the reason a family does not have income, when applicable.
- A field to enter taxable tribal income.
- IEP start and end dates.
- Additional documents that can be used to verify eligibility.

#### Fall ECEAP Directors Meeting

This year's ECEAP Director's Meeting will be held on October 4-5, 2017 in the Seattle area. We will be sending more information about the times, agenda and location once it becomes available.

#### Community Assessment Update

DEL ECEAP will allow contractors who are also Head Start grantees to use their Head Start Community Assessment to meet the ECEAP Community Assessment requirement. This will allow contractors to complete one in-depth assessment every 5 years that will be reviewed and adjusted annually. Contractors may amend the timing of the full assessment to match their Head Start deadline. If you have any questions about this do not hesitate to reach out to the PKS who supports your program.

### Important Dates

**April 1:** The 2017-18 school year is available in ELMS.

**By May 15:** Submit 2017-18 Service Area Agreements to DEL by mail or email.

**By May 30:** Teachers finalize the spring checkpoint in GOLD® by Teaching Strategies.

**Within six months of hire and every three years thereafter:** Lead teachers must complete Teaching Strategies GOLD® interrater reliability certification.

**Want to know more?  
Follow us here:**

[DEL ECEAP Website](#)

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### **Saturation Study**

The new [ECEAP and Head Start Saturation Study](#) is available. The study is produced annually by DEL to estimate the numbers and locations of eligible children in Washington State who are not yet served by ECEAP or Head Start. The Saturation Study is one of the factors used to determine the allocation of new ECEAP slots. You may also listen to a 16-minute recorded [webinar](#) explaining the study and introducing the ECEAP expansion process for 2017.

### **Guidance for Snow Closures**

If you had snow closures at some of your ECEAP sites, and you need those days to meet class hour requirements:

- First, attempt to schedule make-up days, possibly the same make-up days planned by your local school district.
- If you believe you cannot make up enough days to meet ECEAP class hours requirements, contact your DEL Pre-K Specialist. DEL management will determine if an exception to the standards can be applied in this situation. Annual hours requirements are:
  - Part Day – 320 or 360 hours, depending on timing of funding
  - Full School Day – 1,000 hours
  - Extended Day – 2,370 hours

When completing your monthly report in ELMS, be sure to enter the correct “Actual number of class sessions in (month).” Do not include days class was canceled.

- If that monthly report was already submitted, email the correction to [elms@del.wa.gov](mailto:elms@del.wa.gov).

### **Legislative Session Update**

With this being the twelfth week of the legislative session, the deadline to consider (pass) bills in the opposite house of origin is coming up on April 12. Both [SHB 1445](#) and [2SSB 5107](#) passed out of their respective Early Learning committees. Below is an overview of the House Proposed Biennium Budget (as of 3/28/17):

- ECEAP Slot Rate Increase: \$7.9 million (a 3% increase for part day and extended day, but a 6.1% increase for Full School Day)
  - Specifically, rates for part-day slots will increase by \$220, full day by \$610, and extended day by \$469
- ECEAP Expansion:
  - 800 more slots in fiscal year 2018; 1243 more slots in fiscal year 2019
  - 20% Part-Day slots; 60% Full School Day slots; 20% Extended Day slots
- \*NEW\* ECEAP Pathways Project for licensed centers that would like to do ECEAP programming: \$500,000
- \*NEW\* Funding to implement HB 1445 (dual language in early learning and K-12): \$675,000

### **ELMS Updates**

On the evening of March 29, DEL released updated versions of ELMS and MERIT which includes these changes:

- Emails about portable background checks are no longer copied to the Site Contact person in ELMS. These emails will now only go to the applicant. The primary Site Contact should be a person who works at the site who would be the main communicator in a disaster or emergency. Their name and contact information is shared with state Emergency Management.

- When entering how you verify child eligibility on Step 2 of the Child Application, it is now clear that you must verify documents and that you have 90 days to do so for children who are homeless.
- There is a new income category to enter taxable tribal income.

For assistance, email [elms@del.wa.gov](mailto:elms@del.wa.gov).

### **2017-18 School Year in ELMS**

On April 1, each year, a new school year becomes available in ELMS.

- **Years:** Years are distinct in ELMS, beginning each July 1 and ending each June 30 (the state fiscal year). ELMS will always open in the current school year. On July 1, it will begin opening in the new year. Between April 1 and June 30, you can enter data in ELMS for either the current or the coming school year. During these months, it is important to check which year you are in, in the upper right of your screen, before you enter data.
- **Locations and Classes:** Some contractor, subcontractor, site, and class information is automatically loaded into the new year, but some fields are blank in the new year and must be re-entered. That is one way we keep ELMS up-to-date. You must review and update the ELMS Contractor, Subcontractor, Site, and Class pages by July 1 for Extended Day classes and by August 15 for Part Day and Full School Day classes. These are new due dates in 2017. You can start these updates as early as April 1.
- **Child records:** All 3-year-olds are automatically moved into the new year. If they never enrolled, parts of the Child Application will be deleted. You must re-establish the child's eligibility for the new year. All 4-year-olds who were enrolled this year are automatically moved into the new year, so they can be enrolled in summer only.
- **Deadlines:**
  - By June 30, all children enrolled for 2016-17 must be exited in ELMS.
  - By July 10, complete data entry for 2016-17. After that, you are locked out and must email changes to [elms@del.wa.gov](mailto:elms@del.wa.gov).
- **Extended Day Children:** You must exit children enrolled in Extended Day classes even if they are continuing. This is because ELMS keeps years distinct. Then you can enter them again as of July 1. You can exit them and re-enroll beginning June 23 and must complete this process by July 10. Enter June 30 as their last day in 2016-17.
  - **\*NEW\*** Before you enroll them for the new year, you'll need to verify family work and training hours again to make sure they are still eligible for Extended Day. There will be a button in the Enroll popup for this.
  - Children who will be age-eligible for kindergarten this fall and who attended ECEAP in person this school year may be enrolled in Extended Day classes in the summer. These are the only "5-year-olds" who can enroll in the summer. To be available to enroll, they must be in ELMS with an actual start date that is June 30, 2017 or earlier.
- **For more detail:** See the three-page handout, [Starting the New School Year in ELMS](#).

## Teaching Strategies GOLD®

- Home Language Surveys
  - Lead teachers must complete this survey for all ECEAP children and if indicated, assess children’s English language acquisition using *GOLD*® Objectives 37 & 38 by the checkpoint due dates in [Exhibit D: 2016-17 Deliverables Calendar](#).
  - *GOLD*® Administrators can follow these steps to monitor the status and scores of the Home Language Survey:
    - Login to your *GOLD*® account [here](#)
    - Go to the Administration tab to select License Settings. Select “View Children” on the Action drop down menu.
    - Then in the “Change View” menu, select “First Name, Last Name, Class, Teacher, Funding Source, Home Language Status, and Home Language Score.”
    - Select Excel to view the status and scores of the surveys. This will allow you to sort the report by columns, such as by active children, funding source, or other category.
    - Use this information to complete needed follow-ups with teachers.
- *GOLD*® Interrater Reliability (IRR)
  - Lead teachers must complete the Teaching Strategies *GOLD*® IRR certification online within six months of hire and renew every three years thereafter.
  - Education/child development coordinators are encouraged to test “reliable” as well, so they can fully support their teaching staff in using *GOLD*®.
- Reminders:
  - Enter all ECEAP child, teacher, class, and site information into ELMS. It will export into *GOLD*®.
  - Then you must enter the child’s actual start date in ELMS before they will export to *GOLD*®.
  - If a child has a previous record in *GOLD*®, make sure that original record matches the legal name of the child and birthdate entered into ELMS exactly; then the records will merge.
- Changes you can make manually in *GOLD*®:
  - Add a co-teacher or assistant teacher and assign them access to a class. ELMS must add the lead teachers.
  - Disable accounts for teachers no longer associated with your organization
- For Assistance:
  - Email [del.wa@teachingstrategies.com](mailto:del.wa@teachingstrategies.com) with *GOLD*® issues or requests for additional portfolios. For quickest response, include the details such as ELMS Child IDs, teacher names, and class names. You may CC [elms@del.wa.gov](mailto:elms@del.wa.gov) so we can help with follow-up.
  - For simple issues, such as logins and general teacher questions, you can call the dedicated *GOLD*® phone line for ECEAP at (844) 854-4653.

### **New Contractor/Director Webinars**

The ECEAP Contractor/Director Webinars are available on the [DEL website](#). The next live webinar will be **May 10**. These optional webinars will be recorded and available on the DEL website. The content will be topics and trends sent in by new directors as well as information from DEL. During the webinars, you can ask questions of DEL, other new directors, and a few volunteer experienced ECEAP directors. Please email the ECEAP inbox at [eceap@del.wa.gov](mailto:eceap@del.wa.gov) if you would like to join this group.

### **Early Achievers Level 2 Completion Needs-Based Grant is available**

Available immediately, the Early Achievers Level 2 Completion [Needs-Based Grant](#) is a \$250.00 incentive for participating Early Achievers facilities who complete Level 2 activities and submit the “Application for Level 2” in MERIT between July 1, 2016 and June 1, 2017. The purpose of the incentive is to support the facility to prepare for rating, to potentially achieve a rated Level 3. No application process required. Once a facility’s Application for Level 2 is approved in MERIT, and an approved W-9/Washington Statewide Vendor Payee (SWV) form is on file with The Department of Early Learning (DEL), the facility qualifies for the incentive.

### **UW Coaching Certificate**

The [UW Early Childhood and Expanded Learning Opportunities Coaching Certificate program](#) combines latest research, best practices, and feedback from coaches in the field. The result is a unique program to support coaches in developing the skills they need to bring their best, creative selves to each and every coaching relationship. Topics from the coaching certificate curriculum include:

- Fostering a culturally responsive practice
- Mastering relationship-based professional development competencies
- Implementing practice-based coaching methodologies
- Promoting engaging interactions and environments
- Supporting teachers in positive behavior strategies

### **Coach Consultation Available to All Coaches**

CQEL at the University of Washington launched a system for scheduling and providing consultation for coaches and they are extending this resource to ECEAP and Head Start coaches. Monthly consultation is *optional* and available for everyone coaching in Early Achievers. The Coach Support Team provides individual consultation with coaches related to each coach’s specific work and professional development goals. Coach and consultant pairs meet monthly, and go through the Practice-Based Coaching cycle of goal setting, observation and feedback, and reflection. This individual consultation creates a venue in which coaches can problem-solve and connect to specific resources, and in which consultants can ensure that each coach is fully supported as they use the Coach Model with early educators. If you’re a new coach, once you’ve completed their two-day New Coach Training, you will have the opportunity to receive consultation with Wendy Jans or West Keller for three months following the training.

You can access the electronic calendar for scheduling a consultation by going to this [link](#). Here you will find the six consultants’ profiles with content expertise for each. Once you select a consultant’s profile that best meets your current coaching needs, it will pull up their calendar of available dates and times for scheduling consultation. After clicking on a date and time, a confirmation screen will appear. At that point, you can confirm or cancel if you need to select a different date. Once you have confirmed your appointment, you will receive an email confirmation with the date, time and consultant you chose. Please note that you will be asked to provide a phone number for the consultant to reach you. All consultation is provided via the phone. For any questions, please contact the Pre-K Specialist who works with you.

**Welcoming our New Expansion Coordinator**

It is with great enthusiasm that we introduce Nicole Lor as ECEAP's new (and very first) Expansion Coordinator! Her Pre-K Specialist experience, deep knowledge of ECEAP, understanding in systems-level strategy, as well as her demonstrated ability to engage in collaboration and partnerships at all levels of the system makes her an ideal fit to play a significant role in our continued efforts to advance our plans and strategies for ECEAP expansion. Congratulations Nicole!

**Revised ERS Data Collection Protocol**

DEL revised the data collection protocol for the Environment Rating Scale (ERS). Beginning March 16, 2017, DEL will exclude the item related to Books and Pictures in each ERS tool used in the Early Achievers onsite evaluation. Early Achievers data collectors will mark the item as "not applicable" and they will not collect any data on this item related to Early Achievers. Early Achievers participants will no longer receive a score on Books and Pictures. This change in practice will not affect overall ERS scores for participants. For more information about Early Achievers, visit [del.wa.gov/early-achievers](http://del.wa.gov/early-achievers).

**Suquamish Hiring**

Suquamish is seeking to fill their Director position at Marion Forsman-Boushie Early Learning Center. The title of the position is "The Education/Disabilities Manager" and will be open until the April 5, 2017. Those interested can apply online at <https://suquamish.nsn.us/home/careers/employmentapp/> or call HR at (360) 394-8414 for more information.

## DEL ECEAP Trainings

### **DEL ECEAP Creative Curriculum® for Teachers Spring 2017**

This two-day introductory training is for staff new to the *Creative Curriculum*® with a priority for ECEAP lead teachers in the curriculum pilot study.

- April 10-11, 2017 – Educational Opportunities for Children and Families, Vancouver, WA
- June 15-16, 2017 – ESD 123, Pasco, WA
- Register using this [link](#)

### **DEL ECEAP Creative Curriculum® Coaching to Fidelity Spring 2017**

This one-day training is free and available to ECEAP Contractors. ECEAP Early Achievers Coaches, Directors, Coordinators, and Managers who support and ensure implementation of the Creative Curriculum are encouraged to register.

- April 14, 2017 – 8:30 AM – 4:00 PM, Educational Service District 105, Yakima, WA
- Register using this [link](#)

### **DEL Training Basics Train the Trainer**

This Train the Trainer (TtT) on Training Basics curriculum is developed especially for experience Washington Early Learning Trainers who wish to teach the lessons to others. Each lesson will be covered in detail so graduates can use the curriculum to mentor and instruct early learning trainers in the art and skill of adult education. The curriculum is versatile and can be taught in sections or one lesson at a time to offer professional development to staff trainers.

- April 11-12, 2017 – 9:00 AM – 4:00 PM, Child Care Action Council, Olympia, WA
- April 20-21, 2017 – 9:00 AM – 4:00 PM, ESD 105 33 S 2nd Ave, Yakima, WA
- Email Sheryl Garrison at [sheryl.garrison@del.wa.gov](mailto:sheryl.garrison@del.wa.gov) if you have staff who would like to attend.

### **Tribal Early Learning Language Summit**

We are very excited to offer this free summit featuring a great line up WA State and National Tribal Language supporters. Participants will form teams of up to five people to find ways to support more tribal language in their tribal early learning centers. Each participant will need to register individually. Click [here](#) to view the flyer. A link to the registration and a draft agenda can be found on the [DEL Tribal Nations](#) webpage.

- May 9-11, 2017, Emerald Queen Casino Events Center, Tacoma/Fife, WA
- Register using this [link](#)
- For questions, email Tleena Ives or call (360) 999-0077

## Other Training Opportunities

### Training on Domestic Violence & Safety Planning with Families

Washington State Coalition Against Domestic Violence (WSCADV) is offering two free trainings that delivers a great foundation for understanding and screening for domestic violence. Priority registration will be given to Home Visitor programs funded by Thrive WA and DEL. Safety Planning with Families is for individuals who have already attended the Domestic Violence training.

- [Domestic Violence: Assessment and Response](#)
  - April 18, 2017 – 8:30 PM – 4:00 PM, Yakima Area Arboretum, Yakima, WA
- [Safety Planning with Families](#)
  - April 19, 2017 – 8:30 PM – 3:00 PM, Yakima Area Arboretum, Yakima, WA
- If you have any questions, please contact Jenni Olmstead, [jennifer.olmstead@del.wa.gov](mailto:jennifer.olmstead@del.wa.gov), (360) 725-4414

### Facilitator's Training for Early Numeracy Modules

- Operations and Algebraic Thinking: Participants will develop a deeper understanding of how children progress in their algebraic understanding along a learning trajectory through an immersion into the Learning Pathways of Numeracy
  - April 20-21, 2017, Puget Sound ESD, Seattle, WA
  - Register using this [link](#)
- Geometry: Participants will explore the early learning pathways for geometry and develop a deeper knowledge of how children progress in their understanding of geometry and spatial sense
  - April 25, 2017, Evergreen School District, Vancouver, WA
  - Register using this [link](#)
- Counting & Cardinality: This workshop is designed to support those professional learning leaders who are interested in offering the Early Numeracy Counting and Cardinality content to their teachers and/or providers
  - May 16, 2017, ESD 105, Yakima, WA
  - Register using this [link](#)

### 4<sup>th</sup> Annual Nutrition First Spring Nutrition Conference

This annual event brings together speakers to present current public health nutrition topics, focusing primarily on pre-natal through age 5. Early Learning Providers, Child Care Providers, Health Promotion staff, Public Health Workers, and anyone else interested in helping to promote practical and research based public health messages should attend.

- May 18, 2017, Shoreline Conference Center, Shoreline, WA
- Full agenda and registration information at [www.nutritionfirstwa.org/events](http://www.nutritionfirstwa.org/events)

### Classroom Assessment Scoring System (CLASS)

You can explore [resources](#) for teachers, coaches, and observers about CLASS on this blog. Recent blog topics include *How To Get Your Child to Listen: Finding Parallels with CLASS Dimensions* or *Teacher Tips: Balancing Regard and Organization*. Select this [link](#) to view these coach tips and many other topics.



### **Professional Development Modules for Early Care and Education Providers**

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

### **Webinar: Classroom Management Supports for ADHD Behaviors in Early Childhood Settings**

A free [webinar](#) from the National Resource Center on ADHD's "Ask the Expert" series with Desiree Murray, Ph.D., takes a look at ways to support positive development for young children with challenging behaviors. In this webinar, you will learn to:

- Identify the social-emotional and behavioral needs of young children who are often hyperactive, non-compliant, and disruptive
- Describe key principles underlying behavior management interventions
- Explain how teacher "co-regulation" and skills instruction can support self-regulation development
- List at least two approaches you can use to increase positive classroom behaviors

### **Teaching Strategies GOLD®**

- **GOLD®** Administrators and Teachers can access user guides, how to videos, and recorded webinars to get detailed support you in completing the checkpoint process successfully [here](#). Resources include:
  - FAQ: [Managing the Checkpoint Process](#)
  - PDF: [Administrator Guide, Section 4: Checkpoints](#)
  - Video: [Upload Photos and Videos in GOLD®](#)
  - Video: [Upload Your Own Weekly Planning Form to GOLD®](#)
  - **GOLD®** Documentation App: [Learn about and download the app](#)
- The free *Teaching Strategies GOLD®* Basic Course is available to Contractor staff with a **GOLD®** username. In four self-paced 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

## Resources and Opportunities

*The opinions or ideas expressed in the resources below do not necessarily reflect the view of the Department of Early Learning.*

### Health

#### **Outbreak of E. coli Infections in Kids Linked to Recalled Soynut Butter Products**

The Centers for Disease Control and Prevention (CDC), Food and Drug Administration, and several states are currently investigating an outbreak of E. coli O157:H7 infections in several states. Most of the ill people are young children, and several of them have developed a serious complication from their infection called hemolytic uremic syndrome, which is a type of kidney failure. Click [here](#) to learn more.

#### **Managing Health Services**

This [Information Memorandum](#) highlights new requirements in the Head Start Program Performance Standards related to expulsion and suspension. It also encourages Head Start grantees and delegates to adopt practices set forth in the Policy Statement on Expulsion and Suspension in Early Childhood Settings issued by the U.S. Department of Health and Human Services (HHS) and the U.S. Department of Education (ED).

#### **Preparing Head Start/Child Care and Communities for Seasonal Influenza**

This [webinar](#) discusses why it is important for everyone who works in Head Start and other child care programs to be vaccinated for flu, and share strategies that can be used in child care settings to prevent or control the spread of influenza.

#### **Community Grants Program**

The United Fresh Start Foundation is now accepting applications for its new Community Grants Program, established to help advance the organization's mission to increase children's access to fresh fruit and vegetables. The Community Grants Program goal is to provide children with access to fresh fruit and vegetables afterschool, on weekends, during summer breaks and in other creative venues. Local community organizations and groups are encouraged to apply [here](#). Applications are due by Monday, April 20, 2017.

#### **RFP: Best Start for Kids, Healthy & Safe Environments**

Public Health Seattle & King County is seeking proposals from eligible community-based organizations and agencies and schools/school districts interested in ensuring that children, youth, and young adults live, learn, work, play, and experience healthy and safe environments with access to healthy and affordable food, opportunities for physical activity, and can actively engage in environments that are hazard free. Due date: Tuesday, April 11, 2017, no later than 2:00 PM. Visit their [website](#) for details about the March 14, 2017 pre-proposal conference and to download related documents.

## Family Support

### Tax Credits and Free Tax Preparation Services for Low-Income Families

The Federal Earned Income Tax Credit (EITC) and Child Tax Credit (CTC) are among the largest Internal Revenue Service (IRS) public benefits for low-income households. Please ensure that families participating in the subsidized child care program are informed about these credits and know how to find free tax preparation services for which they might be eligible.

For more information, visit these three IRS Web sites:

- <https://www.irs.gov/credits-deductions/individuals/earned-income-tax-credit>
- <https://www.irs.gov/credits-deductions/individuals/child-tax-credit-glance>
- <https://www.irs.gov/individuals/free-tax-return-preparation-for-you-by-volunteers>.

### The Fatherhood Connection March E-Resource

This resource offers early childhood professionals practical information to enhance father engagement. This [month](#)'s issue explores ways that staff and early childhood programs can partner with families to create a welcoming environment for fathers and the other important men in children's lives.

## Early Education

### Early Math

A new study by Daphna Bassok and Scott Latham published in [Educational Researcher](#) finds that students who entered kindergarten in 2010 had stronger math and literacy skills than those who entered in 1998. Increases in academic skills were especially strong for black children. Changes from 1998 are even larger at the end of kindergarten than at the beginning. The authors speculate that improvements in the quality of early education might be responsible for some of the otherwise unexplained improvement at kindergarten

### Since Time Immemorial Tribal Sovereignty Early Learning Curriculum

Since 2015, Washington State has required curriculum in public schools about tribal history and sovereignty. There is now a [preschool version](#) of this curriculum with three lessons designed by Native Early Learning educators for ALL early learners in Washington State.

## Public Policy

### New Resources from the State Capacity Building Center

- [Infant-Toddler Resource Guide](#) offers materials to support the development and implementation of policies and practices for high-quality care for infants and toddlers.
- [Six Essential Program Practices for Relationship-Based Care](#) addresses evidence-based program practices that support positive outcomes for infants and toddlers in group care settings. Information shared in this series can be used to inform policy decisions and written guidance (for example, staff training materials, parent handbooks, program philosophy statements, job descriptions) to support high-quality responsive care practices for infants and toddlers.
- [State Early Childhood Systems: Examining Program Integration](#) includes a conceptual framework for understanding governance functions and the ways that integration fits into governance, showcases practical work in States on integration, and discusses the implications of this work for State leaders.
- [State-Local Models and Approaches Designed to Build Strong Early Learning Systems: What States Have Learned](#) provides an overview of State-local models addressing early care and education, identifying models, themes across models, and promising practices for State-local systems-building.
- [Using Contracts and Grants to Build the Supply of High-Quality Child Care: State Strategies and Practices](#) provides information about State and Territory efforts to use contracts and grants with providers, including an overview of States' and Territories' current approaches to the use of contracts and grants, contract and grant payment practices, monitoring processes for grants and contracts, and lessons learned and best practices.