



Washington State Department of Early Learning

# ECEAP

## Reminders and Links

### December 2016

#### DEL ECEAP Annual Outcomes Report

The ECEAP 2015-16 Outcomes Report will be released later in December in a separate email to contractors. Please make sure to check your email inbox for the final report.

#### ELMS Updates

- ELMS Data Entry – See the [ELMS Data Entry – Minimum Requirements](#) document to track that you are keeping ELMS up-to-date.
- This month, please update your ECEAP Directors contact information:
  - Go to the ELMS staff tab
  - Search for your director by name.
  - Click Edit next to their name.
  - Complete or update all contact info fields on the right.
  - Personal phone and email address are requested and will only be used in an emergency.
- ELMS Administrators Training – If you have ELMS administrators who have not yet attended DEL training, please email [elms@del.wa.gov](mailto:elms@del.wa.gov). We will determine whether to schedule a winter or spring training soon for your “super-user” who oversees ELMS data entry and helps others learn and use ELMS.
- For assistance with ELMS, email [elms@del.wa.gov](mailto:elms@del.wa.gov).

#### DEL Helps You Find Eligible Children – FORMS DUE FEBR. 1

Annually, DEL provides interested ECEAP contractors with the names and addresses of DSHS client families with children who may be eligible for ECEAP. If you want to receive this family contact information:

- Complete the [Request for Confidential Client Information](#) form.
- Complete a [nondisclosure form](#) for each person who will have access to this confidential information.
- Email all completed forms to [eceap@del.wa.gov](mailto:eceap@del.wa.gov) by February 1.

### Important Dates

**Within 90 days from class start date:** Enter health screenings, well-child exams, dental screenings and developmental screenings in ELMS.

**Within six months of GOLD® training or the beginning of the school year:** Lead teachers must complete *Teaching Strategies GOLD®* inter-rater reliability certification.

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

[DEL ECEAP Website](#)

[DEL Facebook Page](#)      [DEL Blog](#)

[DEL Twitter](#)

## Monitoring Your 90-day Requirements

For each child, by the 90<sup>th</sup> calendar day from their start in an ECEAP class, you must complete their vision, hearing, and height/weight screenings; obtain their well-child exam and dental screening results; and complete their developmental screening. You must enter results for each of these in the Child/Family Updates section of ELMS.

Here are instructions for monitoring that you are up-to-date with these requirements:

- On the Reports tab, run the Monitoring Dashboard report by Contractor or Site. See charts 4, 5, and 6 for an overview of well-child exams, dental screenings, and developmental screenings. Red wedges on the pie charts denote overdue exams or screenings. Yellows means the child needs the exam or screening, but is still within 90 days.
  - On chart 6, for Developmental Screening, also note the numbers of children who need rescreening or referral and ensure those occur. Note the number referred and waiting, and follow-up as needed. See the Developmental Screening report for details.
- On the Reports tab, run the Health Monitoring report for the overview of how you are meeting some of the health-related ECEAP Performance Standards.
  - To understand the limits of this report, read the text at the top and bottom.
- On the Reports tab, run the Developmental Screening Report and monitor in detail:
  - In the column “Screened Within 90 Days” look for “No” and ensure those children are screened as soon as possible. The children marked N/A are still within 90 days and should be scheduled for screening.
  - In the column “Result” look for “Need to Rescreen” and make sure the rescreen is scheduled and entered into ELMS when done.
  - In the column “Result” look for “Refer for Evaluation” and make sure a referral date is entered in the next column.
  - In the column “Result” look for “No screening needed.” Make sure the “Active IEP” column says Yes and the “Disability Type” is entered for these children. If not, go to the Child/Family Updates page, Child Development tab, for the child and enter it.
  - In the column “Qualifies for Special Ed”, if “Yes” is displayed, make sure the “Active IEP” column says Yes and the “Disability Type” is entered for these children. If not, go to the Child/Family Updates page, Child Development tab, for the child and enter it.
- On the Child tab, set the “Status” to “Enrolled in Class” and click search. You’ll see a red exclamation mark next to the names of individual children who need follow-up.

TIP: For both the Health Monitoring and Developmental Screening reports, it is handy to see a site or class list in one report. To do this, follow these instructions when setting up the report parameters:

- For “Display Data By”, select Site (or Class).
- Then do not enter a site (or class) name, and click Run Report.

## Public Comment for Washington’s Every Student Succeeds Act (ESSA) Draft Consolidated Plan

The official public comment period has reopened for Washington’s ESSA Draft Consolidated Plan. The public comment period has been adjusted and is now open until December 15, 2016 at 11:59 PM. We would love the opportunity to receive feedback from as many varied stakeholders in our education system as possible. The draft Consolidated Plan is complete and released for public comment until 11:59 PM on December 15, 2016. Read about the plan and provide feedback [here](#).

### Family Support Pilot Spotlight: Resources for Families

“The Bridge” is a tool that contractors who are participating in the Family Support Pilot are becoming steadily more familiar with. ECEAP’s Bridge to Child and Family Self-Reliance is used as a visual tool and talking point with families to coach them towards self-sufficiency. At the core of the Bridge, five pillars represent the areas that are focused on in a family’s journey to self-sufficiency. These pillars are family stability, well-being, financial management, education and training, and employment and career management.



Corina Flores, a staff member at ESD 123, decided to try and help parents connect in a different way to the Bridge. She designed a larger scale Bridge (see picture below) and posted it on the parent board at her site in Othello. When parents walk through the doors, they see localized, relevant resources under each of the five Bridge pillars. Corina reports that this helps lead the conversations with families as they discuss the Bridge. If a family identifies a goal in one of the Bridge pillars, she can physically lead them to the resource on the parent board. Parents can also come in at any time to review the resources or give input to other resources they are familiar with that may help other parents.

### Photos to Share?

Do you have ECEAP photos we could use in DEL publications? Please e-mail photos and signed release forms for all children and parents in the photos to [eceap@del.wa.gov](mailto:eceap@del.wa.gov). The photo release form is available [here](#).

### 2017 Unsung Heroes Nominations

Unsung Heroes has celebrated parents and caregivers in Washington State since 2011. Nominees are selected based on their ability to utilize five “protective factors,” in their work and/or personal life such as:

- Knowledge of parenting and child development
- Social connections
- Parental resiliency
- Concrete support in times of need
- Social and emotional competence of children

If you are interested in nominating someone for a 2017 Unsung Hero award, please fill out the [Unsung Hero Award Form](#) and send it to [strengtheningfamilies@del.wa.gov](mailto:strengtheningfamilies@del.wa.gov) or by mail to SFWA, 1110 Jefferson St. SE, Olympia Washington, 98501 by **January 6, 2017**.

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

CQEL at the University of Washington is launching a new system for scheduling and providing consultation for coaches. Starting in 2016-17 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've confirmed your appointment, you'll 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.

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

The New ECEAP Director/Contractor Webinars are live! This optional webinar series for New ECEAP Directors have been recorded and are available on the [DEL website](#). The first in the series is an ECEAP Overview. You will also find topics on Eligibility and Enrollment, ELMS Overview, Operating Budget and Completing Vouchers. There will be additional topics added throughout the year.

The next live webinars will be March 8 and 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.

## Teaching Strategies GOLD®

- Winter Checkpoints must be finalized in in *GOLD*® by February 28.
  - Teachers must rate Social Emotional, Physical, Language, Cognitive, Literacy, and Mathematics. If indicated, teachers also rate ECEAP children’s English Language acquisition using *GOLD*® objectives 37-38.
  - It is very important that teachers continue to enter observations of individual children’s activities, behavior, language, learning, and development across the developmental domains.
- The Assessment Status Report is available to administrators and teachers. This shows the percentages of completed checkpoints for each child for each domain. To view this report:
  - Login to *GOLD*®.
  - Open the Checkpoint tab.
  - Select Assessment Status Report, then select “show only finalized checkpoints” for the Fall 2016/2017 period.
  - If less than 100%, some data entry is missing.
- The Family Conference Form *GOLD*® summarizes information to share with a child’s family at a parent-teacher conference.
  - This form is optional and can be generated with preliminary ratings.
  - To learn more, select the “Help” link at the top right of the screen and search for “Family Conference Form.” Especially see:
    - Edit Family Conference Form to learn to customize the form.
    - Following an Assessment Cycle: Step 4: Summarize, Plan, and Communicate:
- *GOLDplus*® Notifications: Teachers can view daily alerts based on plans and data entered in *GOLDplus*®:
  - Select Notifications: To set up the alerts you’d like to receive.
  - Select Add a Reminder: To add a personal reminder to assist with planning.
- Contact [del.wa@teachingstrategies.com](mailto:del.wa@teachingstrategies.com) with all *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 generic (non ECEAP) *GOLD*® assistance only, such as help with your login, you may use the email above or call 1-866-736-5913 between 4:00 AM and 6:00 PM Pacific Time.
- 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.

## STEAM Trunk



The STEAM Trunk is a FREE box of materials with STEAM based activities and resources to try out. They are available for providers and teachers in the Early Achievers program. Teachers have been enrolling and we want to continue spreading the word to other teachers. Click [here](#) to enroll in the program.

## DEL ECEAP Trainings

### Teaching Strategies GOLD® Webinar for DEL-ECEAP Administrators

Join Teaching Strategies to learn strategies for supporting and monitoring your teacher's use of *GOLD*®. We will review monitoring of data entry required for ECEAP Contract, Sec. 8 and professional development resources to support continuous quality improvement of teacher's practices.

- January 20, 2017, 10:00 AM to 11:30 AM
- Register using this [link](#)

## Other Training Opportunities

### Coaching: Haring Center Internships

#### ***NEW Registration Process!***

Coaches working in ECEAP sites have the opportunity to attend a two-day internship at the University of Washington Haring Center Experimental Education Unit. These small group internships focus on a variety of content areas related to individualization and inclusion of children with different learning and behavioral needs into early learning and care settings. Coaches receive tools, resources and support during and after the internship. Coaches who attended internships last year loved the experience and valued the tools and resources they received.

- Internships are free and are filled on a first come, first serve basis.
- The Haring Center covers travel and lodging costs for participating coaches.
- Internships are scheduled from October through June.

Coaches can now register for an internship directly with Haring Center. You are welcome to sign up individually for an internship date, it is not necessary for you to register as part of a group. However, we do find that it's helpful to attend the internship with colleagues from your region if possible. Also, note that the internships are designated as either CCA, ECEAP, or Infant-Toddler Consultants, so please sign up for an appropriate session. Register using this [link](#).

Below are available spots for ECEAP coaches are as follows:

- Monday 12/5 & Tuesday 12/6: 5 spots
- Monday 1/23 & Tuesday 1/24: 1 spot
- Monday 2/13 & Tuesday 2/14: 5 spots
- Monday 3/6 & Tuesday 3/7: 5 spots
- Monday 3/13 & Tuesday 3/14: 2 spots
- Monday 3/20 & Tuesday 3/21: 5 spots
- Thursday 4/27 & Friday 4/28: 5 spots
- Thursday 5/18 & Friday 5/19: 5 spots
- Monday 6/5 & Tuesday 6/6: 5 spots

Please work with Haring Center Program Assistant Kellie Koester ([kkoester@uw.edu](mailto:kkoester@uw.edu)) if you have any questions about travel or registration.

### **WERA/OSPI Annual Conference**

For the 32nd year, WERA and OSPI will bring together educational leaders, teachers and researchers from across the Northwest to explore practical applications of new research and evaluation studies. This is for teachers, principals, curriculum specialists, central office staff, superintendents, post-secondary, and early learning educators.

- December 7-9, 2016
- Hilton Seattle Airport Conference Center
- Register using this [link](#)

### **Dual Language Learning Sessions**

Join the National Center on Early Childhood Development, Teaching, and Learning (NCECDTL) for two sessions on dual language Learning. The first session explores the assessment of dual language learners (DLLs). The second focuses on the implementation of the Planned Language Approach (PLA) to support language development for all children. These webinars will benefit education managers, directors, center managers, child care providers, all direct services staff and other staff who work with dual language learners.

- December 9, 2016, 8:00 AM to 9:30 AM: Assessment and Young Dual Language Learners
- December 9, 2016, 2:00 PM to 3:30 PM: Grounding Language Practices in Classrooms with Dual Language Learners: What Is a Planned Language Approach and Why Is It Important?
- Register using this [link](#)

### **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.

### **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:
  - PDF: [Entering Checkpoint Data](#)
  - Video: [Focus on Dashboard, Documentation, and Checkpoints](#)
  - Blog Post: [Got 5 Minutes? Do a Quick Review](#)
  - Blog Post: [The Bright Side of Assessment](#)
- 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

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

### Racial Equity

#### **Black and Hispanic kids get lower quality pre-K**

This [article](#) indicates that on average black preK-4 students are in a classroom that in terms of quality is .55 standard deviations below the average white student. In fact, all racial groups are in below-average pre-K except whites.

### Health

#### **Brush Up on Oral Health**

This [issue](#) of Brush Up on Oral Health is all about tooth brushing. Staff can help children develop positive oral health habits that will last a lifetime. Scheduling time for children to brush their teeth with fluoride toothpaste during the program day ensures that children brush their teeth at least once a day.

#### **Modest Drop in Obesity Among 2 to 4-year-old WIC Participants**

34 states [report](#) a modest decrease in obesity among young children enrolled in the Special Supplemental Nutrition Program for Women, Infants and Children (WIC) between 2010 and 2014. State and local leaders are partnering with civic leaders and child care providers to make community changes that promote breastfeeding, healthy eating and active living.

#### **Children Who Attend Preschool More Socially and Emotionally Mature**

This [study](#) found that programs such as preschool and kindergarten can promote children's healthy development and protect against learning vulnerabilities. The Australian Early Development Census (AEDC) found that children who completed a preschool program in the year before were less likely to be in the 'vulnerable range' or bottom 10th percentile of development.

#### **Children's Mental Health Awareness Day 2017**

In support of Awareness Day 2017, the Office of Head Start (OHS), the American Art Therapy Association (AATA), and Youth M.O.V.E. National are reaching out through to children, youth, and young adults ages 3–25 and inviting them to create artwork addressing the theme: "I am a work of art." The digital art exhibition will celebrate the important role of art and creativity in mental health and wellness. It also emphasizes a holistic view of children's health. Artwork should be submitted digitally to [info@arttherapy.org](mailto:info@arttherapy.org). The submission deadline is February 6, 2017.

### Early Education

#### **Boosting Attendance in Preschool**

New [research](#) shows that if kids miss a lot of preschool, they're way more likely to have problems in kindergarten or later on.

### **When Preschool is Done Right, The Benefits Last**

This [research](#) found that early childhood programs resulted in higher test scores, a lower chance of being held back in a grade, and a fewer number of children with special education placements. Those gains lasted up through the fifth grade.

### **Policy Council Recruitment and Family Engagement Support**

Check out this great [Policy Council Recruitment video](#) generously shared by Puget Sound Educational Service District. Feel free to use it to promote your Policy Council.

The Annie E. Casey Foundation has also created a helpful self-assessment and planning tool called [Engaging Parents, Developing Leaders](#). Programs can use this tool to ensure they are working and engaging with families using a racial equity lens.

## **Public Policy**

### **Affordable Child Care**

Join this [conversation](#) to further strengthen investment in working families and child care, and learn about the links among national economic security, family employment, and affordable access to high-quality child care.

### **Underpaid Early Childhood Educators**

[Data](#) shows that people who care for young children earn less than janitors, parking attendants and even people who care for pets.

### **New Agency Would Improve WA Foster Care**

This [piece](#) talks about the Governor's Blue Ribbon Commission on the Delivery of Services to Children and Families and their recommendation to state senators in Olympia.

### **Taking Action on Early Learning, 17 Executive Actions for Governors**

This [issue brief](#) talks about how if all providers participate in a QRIS, states can get a full picture of the quality of early learning programs across the state and can develop and target quality improvement supports as appropriate. To increase participation, governors can tie their state's QRIS to child care licensing, so that all licensed providers are required to participate.