



Washington State Department of Early Learning

ECEAP

Reminders and Links

February 2017

Federal Poverty Guidelines Updated

The 2017 federal poverty guidelines have been released. They are effective for ECEAP on February 2 and will be updated in ELMS at that time. ELMS will automatically recalculate federal poverty level based for children on your waiting lists or with completed applications, as well as all children entered in ELMS in the future. View the new guidelines [here](#).

Funding Renewal Application Not Required

DEL is not requiring the Funding Renewal Application in 2017. Instead, we will work toward integrating this into the ELMS Contractor Information section and existing DEL monitoring processes. It was originally due by March 15, but will no longer be required.

DEL Helps You Find Eligible Children – FORMS DUE FEBRUARY 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 by February 1.

Customer Satisfaction Survey

The [2016-17 Self-Assessment](#) and Customer Satisfaction Surveys for [Contractors](#) and [Families](#) are live on the [DEL website](#). You will also find the surveys linked in the self-assessment document as well. Links to the paper copy of the surveys can also be found on the [DEL website](#). We will translate the Family survey into Spanish, Somali, Arabic, Amharic, Vietnamese and Russian later this month. Both the self-assessment and surveys are due to DEL on **June 15, 2017**. You can scan or mail your paper copies to DEL at P.O. Box 40970 Olympia, WA 98504-0970.

Important Dates

By February 1: If you want to obtain names and addresses of age-eligible DSHS clients for recruitment and enrollment efforts, complete the steps [here](#).

By February 28: Teachers finalize winter checkpoints for all enrolled children in GOLD®.

Within 90 days from children's start dates: Enter health screenings, well-child exams, dental screenings and developmental screenings in ELMS.

Within six months of hire and every three years thereafter: 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 Twitter](#)

Legislative Session Update

This is the fourth week of the legislative session and below are legislative bills that may affect ECEAP that we are tracking:

- SB 5107 – Charges DEL to create a local pathway to provide more high quality early learning opportunities by reducing barriers and increasing efficiency.
- HB 1445 (companion bill SB 5529) – This bill charges DEL with awarding ten grants of up to \$100,000 each to ECEAP contractors interested in establishing a or converting to a dual language program.
- HB 1518 – Establishes the Summer Step Up Act and grant program to increase the number of programs that combine academics and social emotional learning and requires ECEAP to contract up to an additional 600 slots to ECEAP contractors in K-12 school buildings.

ELMS Updates

For assistance, email elms@del.wa.gov.

Staff Reports and ELMS Task-of-the-month: ELMS has three new reports to help you monitor staff qualifications and background checks for lead teachers, assistant teachers, and family support staff. Specific ELMS users can view these reports for the state, your contractor, or one site, from the ELMS Reports tab:

- Staff Monitoring Report – Use this report to see that staff qualifications and background checks are complete for individual lead teachers, assistant teachers, and family support specialists.
- Staff Education Summary – Use this report to see the number and percentage of lead teachers, assistant teachers, and family support specialists by education level.
- Staff Qualifications Status – Use this report to see the number and percentage of lead teachers, assistant teachers, and family support specialists by staff qualifications status.

In order for staff information to be accurate in these reports, staff STARS ID numbers must be entered into ELMS. DEL staff associated STARS ID's for all staff we could find in MERIT. Learn how to complete this task in the [ELMS Administrator's Manual](#) on page 55.

ELMS Improvements released January 5 and February 2 include:

- You can now enter children's expected start dates on the Child>Bulk Updates page.
- There are new choices to verify family size - "Rental/housing document" and "Provider One website."
- You can enter longer notes on the Child/Family Updates>Child Development page. The character limit was increased from 1500 to 4000.
- ELMS Administrators will receive an email when a child record is transferred to a different ECEAP contractor.
- For those of you participating in the Family Support Pilot project:
 - o There are many fixes to issues you noticed on the FS Pilot pages.
 - o Use the "Family Assessment and Goals Count" report on the ELMS Reports tab to monitor completion of your FS Pilot tasks.
 - o On the Family Strengths and Goals page, you can now enter the date for your midyear check-in date.

New Contractor/Director Webinars

The new ECEAP Contractor/Director Webinars 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 if you would like to join this group.

Teaching Strategies GOLD®

- Teachers can find information and activities to share with families. Explore and use these free resources in *GOLD*®!
 - o Go to the “Help” link at the top right of the screen to go to the Support and Resource Library.
 - o Select “Resources to Share with Families” to find a variety of articles, many are available in English and Spanish.
 - *GOLD*® Family Flyer: Use this resource to share the features of *GOLD*® and the process for assessing children’s development and learning.
 - Family Articles: Search to find short, informative articles to share with families, topics include:
 - ABCs and 123s: What's Appropriate
 - Helping Your Child Develop Math Skills at Home
 - Math Development
 - Music and Math
 - Language and Literacy Development
 - What Parents Can Do At Home
- Reminders:
 - o Enter all ECEAP child, teacher, class, and site information into ELMS. It will export into *GOLD*®.
 - o Then you must enter the child’s actual start date in ELMS before they will export to *GOLD*®.
 - o 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*®:
 - o Add a co-teacher or assistant teacher and assign them access to a class. ELMS must add the lead teachers.
 - o Disable accounts for teachers no longer associated with your organization.
- For Assistance:
 - o Email 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 so we can help with follow-up.
 - o For simple issues, such as logins and general teacher questions, you can call the dedicated *GOLD* phone line for ECEAP at (844) 854-4653.

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'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.

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

ECEAP Shows Positive Child Outcomes

This [blog](#) talks about the positive child outcomes in ECEAP and how few children start their Pre-K year in ECEAP with kindergarten entry skills but by the end of one year of ECEAP, the percentage of ECEAP children with kindergarten entry skills exceeds the rate for all WaKIDS children and for low-income WaKIDS children. For the 124 children with two years of ECEAP, the results are remarkably higher.

Kindergarten Readiness with ECEAP

See this DEL [one pager](#) on ECEAP Expansion and how it will help DEL reach its goal of ensuring that 90 percent of children are kindergarten ready by 2020.

Certificate of Immunization Status (CIS)

Click [here](#) to view the new hard copy of the Certificate of Immunization Status (CIS) dated January 2017.

Some reminders:

- Please use the new CIS for all new children
- Previous versions of the CIS are still valid
- There is no requirement to transfer immunizations from an old CIS to the new CIS
- There is no requirement to get a CIS from children each year
- My Immunization Record that parents access is still generating the old version. This CIS is valid and can be accepted
- Frequently Asked Questions about the CIS and Certificate of Exemption are available [here](#).

Please send any questions to oi cpschools@doh.wa.gov.

ESD 121 Parent Policy Council

Puget Sound ESD 121 created a [video](#) about their Parent Policy Council. This video provides a nice overview of the requirements for a Parent Policy Council and how this Contractor is meeting the needs of participating families.

A Day in the Life of an Early Learning Center Director

This DEL featured [blog](#) focuses on an average day of work for the early learning professionals who run childcare programs in centers and in family homes, providing high quality early learning to Washington children.

Marysville ECEAP

The Marysville Globe highlighted the Marysville School District's ECEAP program in this [recent article](#). The ECEAP program with a remodeled facility and four bathrooms, serves 187 students and their families in morning and afternoon sessions, and is doing so well they are one of two statewide programs to score a Level 5 in Early Achievers.

DEL ECEAP Trainings

Teaching Strategies GOLD® Webinar for DEL-ECEAP Teachers

Please join Teaching Strategies to learn approaches for improving your use of *GOLD*®. We will review tips for entering documentation, explore some of the timesaving features in *GOLD*®, and go over how to use reports to individualize the experiences you offer.

- February 17, 2017, 10:00 AM to 11:30 AM
- 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.

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

ERS Reliability Training (3-Day)

Pre-requisites include recent completion of ECERS Deep Dive (1 day) Training (preferably within the past 3 months). Participants will be responsible to arrange their own travel/accommodations and meals. DEL will not cover travel for this event.

- March 16-18, 2017 – 8:00 AM – 4:30 PM, King County, WA
- Register by emailing ECEAP@del.wa.gov and include “ERS Reliability Training” in the subject line.

DEL Training Basics Train the Trainer

This Train the Trainer (TtT) on Training Basics curriculum is developed especially for experienced 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 PM, Child Care Action Council, Olympia, WA
- April 20-21, 2017 – 9:00 AM – 4 PM, ESD 105 33 S 2nd Ave, Yakima, WA
- Email Sheryl Garrison at sheryl.garrison@del.wa.gov if you have staff who would like to attend.

Other Training Opportunities

Pre-K CLASS

This training is free to Early Achievers Coaches from CCA, ECEAP and Head Start. Participants will receive a copy of the Pre-K CLASS Manual and access to a Teachstone account, as well as reliability testing upon completion of the training. Participants will be responsible to arrange their own travel/accommodations and meals.

- February 27-28, 2017 – 9:00 AM – 4:30 PM, 5301 Tieton Drive, Suite C, Yakima, WA
- Register using this [link](#).

ECERS Deep Dive

This training is free to Early Achievers Coaches from CCA, ECEAP and Head Start. Participants will receive a copy of the Pre-K CLASS Manual and access to a Teachstone account, as well as reliability testing upon completion of the training. Participants will be responsible to arrange their own travel/accommodations and meals.

- March 6, 2017 – 9:00 AM – 4:00 PM, Olympia, WA
- Register using this [link](#).

Transforming Challenging Behaviors in Your School and Community

Attend this 2-day workshop and learn to about effectively identifying challenging behaviors and teach skills to replace them, implementing strategies to prevent challenging behaviors and tips for what to do “in the moment”, using practical and manageable systems for collecting and analyzing data and collaborating with teams to monitor behavior change plans, including fidelity of implementation.

- March 29-30, 2017, 8:30 AM to 3:30 PM
- University of Washington, Haring Center, 1981 NE Columbia Rd, Seattle, WA 98195
- Cost: \$325 for both days, \$305 for Early Registration by February 28, 2017. Includes light refreshments.
- Register using this [link](#)

Coaching: Haring Center Internships

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

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

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.

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

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: [Assessment Tips: Saving Time with Preliminary Ratings](#)
- 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

Health

Child Care Resources for Disasters and Emergencies

This [resource](#) can support those seeking help after a disaster. The Post-Disaster Child Care Needs and Resources, is designed to address the challenges that families and childcare providers (including centers, in-home providers, and family childcare providers) might experience following a disaster.

Influenza Season 2016-2017

Flu activity is elevated in the United States. The single best way to protect against influenza and reduce the risk of becoming sick from it is to get vaccinated. Influenza vaccine is recommended for everyone 6 months of age and older, including childcare staff. It is recommended that everyone get vaccinated now, if you have not already received it this season. Vaccination of every person in a childcare setting is an incredibly valuable step in protecting the public's health.

- See the Centers for Disease Control and Prevention (CDC) fact sheet "[No More Excuses: You Need a Flu Vaccine](#)" for more information.
- "[The Flu: A Guide for Parents](#)", "[Everyday Preventive Actions that can Help Fight Germs, Like Flu](#)", and "[Teaching Children About the Flu](#)" are examples of free materials available on the [CDC Print Materials](#) Web page.
- The American Academy of Pediatrics (AAP) recently updated its free online course, "[Influenza Prevention and Control - Strategies for Early Education and Childcare 2016-2017](#)".
- [AAP manual](#) provides childcare center directors, teachers, and caregivers with important information about the prevention and management of infectious diseases in group care settings.

Ivy + Bean Vs. the Measles

This set of [educational materials](#) for doctors, schools, childcare centers, and other child health providers, features popular characters, Ivy and Bean, as they try to stop the measles. Each kit, available in English and Spanish, includes posters, coloring comic books, stickers, and temporary tattoos.

Mumps Toolkit

DSHS developed a [toolkit](#) for school and childcare staff. It includes a guidance document from the Office of Immunizations & Child Profile, clarification of the student exclusion process, and tools for parent outreach.

Smart from the Start Awards

[Smart from the Start Awards](#) are designed to encourage preschool teachers to create practical, long-term improvements in nutrition and physical activity at their preschool. Grand prize is a \$20,000 grant for the preschool and a prize pack of books. 10 Runners-Up receive a \$2,500 grant and a prize pack of books. The Deadline is March 2, 2017.

Tool to Support Children and Youth with Special Health Care Needs and Their Families

This [fact sheet](#) discusses key components of and the role of families in creating and maintaining a shared plan of care. Additionally, the fact sheet provides specific examples of how state programs and agencies are implementing and using shared plans of care for children and youth with special health care needs.

Webinar: How to Support Positive Development for Young Children with Challenging Behaviors

The "Ask the Expert" [webinar](#) archive includes the popular Classroom Management Supports for ADHD Behaviors in Early Childhood Education Settings.

Family Support

Helping Parents Bridge the Early Learning Gap

[Studies](#) show that children are more likely to succeed academically and are less likely to engage in violent behavior if their families are involved in their education. Parental involvement is broadly defined as “parental participation in the educational experiences of their children,” so it includes both school-based and home-based involvement.

Early Education

Structured Vs. Unstructured Play

In this video segment entitled [Structured Vs. Unstructured](#), Gigi Schweikert, Diane Trister Dodge and Debra Sullivan share their views on when learning needs to be structured and when it should remain unstructured.

The Playground Where Babies Learn to Talk

This [article](#) talks about how playground panels are deliberately attempting to foster early language and brain development in babies and toddlers. Mixed in among the bright primary colors of the structure are white panels plastered with whimsical illustrations and phrases like “let’s talk about the sunshine” and “let’s talk about food.”

The Lifecycle Benefits of an Influential Early

Professor James Heckman and colleagues released [The Lifecycle Benefits of an Influential Early Childhood Program](#), the results of a new analysis demonstrating that high-quality birth-to-five programs for disadvantaged children can deliver a 13% per year return on investment, a rate substantially higher than the 7-10% return previously established for preschool programs serving 3 and 4-year-olds.

Public Policy

A Real Head Start

This [article](#) talks about how poor children who attend Head Start get much better learning experiences today than they did a decade ago, according to a recent study. That's great news for Head Start kids. Moreover, the lessons from Head Start's improvement might also help boost quality in other preschool and childcare programs.

How Investing in Preschool Beats the Stock Market, Hands Down

This [KPBS piece](#) talks about how investment in children and the return on investment not only makes economic sense but also results in richer, fuller and healthier lives for entire families.

National Database of Child Care Licensing Regulations

The National Center on Early Childhood Quality Assurance launched [a tool](#) for finding and searching State and Territory licensing regulations and agency contact information. Users can search for childcare licensing regulations by State; conduct a keyword search in the regulation documents; and filter search results by childcare provider type, document type, and date.

Parents Pay Extra to Find Child Care

This [article](#) talks about how many new parents describe a maddening search for child care, encountering wait lists 200 names deep or two years long and child-care administrators who do not return repeated phone calls, overwhelmed by requests from prospective clients who start knocking sometimes before they are even pregnant.

Public Preschool Programs Should Start at Birth

Heckman released [research](#) showing that the return on investment is even higher for high-quality programs that care for low-income children from infancy to age five. Children in such zero-to-five programs are more likely to graduate from high school, less likely to be incarcerated than their counterparts who stayed home or enrolled in low-quality programs, had higher IQs and were healthier during the course of their lives.

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