



Washington State Department of Early Learning

ECEAP

Reminders and Links

January 2017

Slot Confirmation Survey – Due January 27

One person from each ECEAP contractor must complete a survey to let DEL know how many slots you want in 2017-18. This is required to confirm your existing slots and it is the first step for requesting any new slots made available by the legislature. Open the survey [here](#).

DEL ECEAP Annual Outcomes Report

The ECEAP 2015-16 Outcomes Report is now available [online](#). Highlights from the report include *Teaching Strategies GOLD*® results for more than 7,500 children who had both fall and spring data. The following percentages of children moved from below age level to at or above age level during their time in ECEAP.

- Social-emotional development – 41%
- Physical development – 35%
- Language development – 35%
- Cognitive development – 39%
- Literacy development – 43%
- Mathematics – 53%

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.

DEL ECEAP Staff Changes

It's with mixed emotions that we say goodbye to our Pre-K Specialist Sue Rose and wish her all the best in her new role as the Family Engagement Specialist for the Early Support for Infants and Toddlers (ESIT) program in DEL. Her last day in ECEAP was on December 21 and she will start with ESIT on January 3. We will miss you, Sue Rose!

Important Dates

By January 27: Slot confirmation [survey](#) is due.

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](#).

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](#)

Governor's Proposed 2017-19 Operating Budget

Gov. Inslee unveiled his proposed 2017–19 budgets, including \$75.5 million more for DEL over the next two years (2017-2019). His proposal:

- Increases slots for children in ECEAP, increases funding per slot, and adds a summer pilot.
- Includes funding for grants and loans for additional ECEAP facilities.
- Enhances subsidy rates for child care
- Expands home visiting services.

Read more details about Gov. Inslee's proposed 2017-19 budget [here](#). Also, view the [King 5 news report](#) about the billions of dollars Gov. Jay Inslee wants to put into ECEAP expansion and kindergarten through 12th grade.

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 or by mail to SFWA, 1110 Jefferson St. SE, Olympia Washington, 98501 by **January 6, 2017**.

Portable Background Check Update

It is now possible to complete background check applications in MERIT and note that the staff person is employed at your Contractor level, rather than at one of your sites with classrooms. To do this, on Step 1 of the application:

- Select ECEAP as the early learning program.
- Then select “Monitor or provide services at more than one ECEAP site
- Then select your ECEAP Contractor name.

Certificate of Immunization Status (CIS) Changes

The new and improved CIS is available in the Immunization Information System (IIS). The updates help streamline the process of assessing a child's immunization status for school and child care. We encourage all users to generate the CIS from the IIS and print it for parents or encourage them to access their child's CIS through [MyIR](#). Parents can also email or call their office to get a copy of their child's CIS at WAIISRecords@doh.wa.gov or 1-866-397-0337. A new hard copy CIS will be available on their [web page](#) hopefully by the end of December. The 2017-18 Vaccines Required charts will be available on their [web page](#) shortly. If you have additional questions, please contact oicpschools@doh.wa.gov.

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

New IEP and Over-Income Limit Policy: If a child is or was on an active IEP at any time while they were enrolled in ECEAP, they will not count against your over-income limit. This means, if a child obtains an IEP after they are enrolled in ECEAP, and their family income is above 110 percent of the federal poverty level, the child will be removed from your over-income limit count. If an IEP ends, the child will still not be counted as over-income. This is a new policy and ELMS was updated to include it in December.

During January, to implement this, you must make sure all IEPs are entered in ELMS with accurate start dates, end dates, disability categories, and issuing school districts. For new children, the ELMS child application will guide you to fill all of the necessary information. Please complete these steps for children who are already enrolled:

1. In ELMS, find the children with incomplete IEP information by reviewing the Developmental Screening report.
2. View the columns for "Active IEP", "IEP Start Date Most Recent", "IEP End Date Most Recent" and "Disability Type".
3. If any children have an IEP, but are missing data in these four columns, find them on the ELMS Child tab and:
 - a. Open their Child/Family Updates.
 - b. Select the Child Development tab.
 - c. Click "Edit" next to their IEP to enter any missing information or correct the information.
 - d. Save.
4. When done, check the Developmental Screening report once again for completeness.

ELMS Enhancements: A new version of ELMS released the evening of December 12:

- When entering a child application into ELMS, for all children who have an IEP, you will now need to enter the IEP start and end dates, disability categories, and school district. This means that you will need to see a copy of the IEP.
- Before you can enter a Developmental Screening result of "No screening needed" or "At age level except for speech/language IEP," you must enter the IEP into ELMS with a start and end dates, disability categories, and school district.
- The Developmental Screening report is enhanced to be more useful to you in monitoring your screenings, referrals, and IEPs:
 - There is a new column – "90 days since actual start at this contractor" – so you can always see when the developmental screening is due.
 - The "Original Screening Date" column will say "Overdue" if the child has been in class 90 days but doesn't have a screening or exemption date. Remember you must enter a date for every child, whether you are documenting a screening, re-screening, or exemption from screening because of an IEP.
 - There are new columns that display IEP start and end dates.
- When entering an application for a child in foster care or kinship care, you can now click on the words "Case #" or "Client ID" and see instructions on how to obtain these numbers. This type of hover definition is throughout ELMS, wherever you see words with dotted underlines. Just click to learn more.

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.
- Contact 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 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.

New Contractor/Director Webinars

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

Tacoma Community College Hiring for Director, Early Learning Center

Tacoma Community College is inviting applications for Director-Early Learning Center. This position is responsible for the management of the child care facilities and ensures program standards are met for the Early Learning Center, ECEAP, Early Head Start, Child Care, Child and Adult Care Food Program and other service areas within the Center. The Director also ensures programs meet state licensing requirements and maintain accreditation. View the complete job announcement [here](#).

DEL Hiring for Pre-K Specialist

We are looking for a dynamic individual to join our team as a Pre-K Specialist. Pre-K Specialists support ECEAP contractor's continuous quality improvement and participation in Early Achievers. They provide coaching, training and technical assistance in meeting the ECEAP requirements, develop and interpret ECEAP Performance Standards, monitor contractor compliance, lead and participate in special projects and support DEL and division work in early learning. Pre-K Specialists work from the state office in Olympia or from licensing offices throughout the state. Please help us spread the word by sharing this posting with as many people as you can. Applications are due by Friday, January 6, 2017. You can find the position description [here](#).

Anticipated DEL Rulemaking

- [Lead and Other Environmental Hazards](#): DEL is working to quickly comply with Governor Inslee's directive to reduce exposure to lead and other environmental hazards where children live, learn, and play. Read more [here](#).
- [Infant Safe Sleep Practices](#): Rules that instruct early learning providers on safe sleep practices for infants and toddlers in their care are expected to be revised to include current health and safety standards. Read more [here](#).

Proposed DEL Rules

- [Child Care Subsidy Wait List](#): Forecasts for the Working Connections and Seasonal Child Care subsidy programs indicate that need may soon exceed program capacity. DEL is developing rules that explain how wait lists will be administered if that happens. Read more [here](#).
- [Child Care Subsidy Consumer Requirements](#): DEL is completing the rule making conducted earlier this year to implement 2015's Early Start Act. This final proposal removes inconsistent language and improves the readability of WAC 170-290-0030. Read more [here](#).

Coach Consultation Available to All Coaches

CQEL at the University of Washington launched a new 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.

DEL ECEAP Trainings

ECEAP Coach Webinar

Connect with other ECEAP coaches, engage in problem solving and receive support around coaching. The webinar will highlight training opportunities, coaching requirements and cover numeracy and other topics of interest to coaches.

- January 6, 2017, 9:00 AM to 10:30 AM
- Register using this [link](#)

ECERS (3-Day) Reliability Training

Coaches who support ECEAP funded classrooms and have completed the ECERS (1-Day) Deep Dive training in the previous 3 months should attend this training. This training is free to Early Achievers Coaches supporting ECEAP funded classrooms. Participants are responsible to arrange their own travel/accommodations and meals.

- January 18-20, 2017 in King County.
- Contact ECEAP at ECEAP@del.wa.gov to register for this training.

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](#)

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](#)

Other Training Opportunities

ECERS (1-Day) Deep Dive Training

Coaches and/or TAs from CCA, ECEAP and Head Start, TAS, and Licensors should attend this training. This training is free to Early Achievers Coaches from CCA, ECEAP and Head Start. Participants are responsible to arrange their own travel/accommodations and meals.

- January 9, 2017, 9:00 AM to 5:00 PM
- Tyee Yacht Club, 3229 Fairview Ave E, Seattle, WA 98102.
- Register using this [link](#). For questions related to this training please email Melissa Brown at mbrown26@uw.edu.

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: 3 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

Racial Equity

Bringing Tribal Foods and Traditions into Cafeterias, Classrooms, And Gardens

This [fact sheet](#) explores how schools and tribes are integrating traditional foods into child nutrition programs (CNPs), buying traditional foods locally, and incorporating multicultural nutrition education into classroom curriculum and hands-on lessons in school gardens.

Hispanic Children’s Participation in Early Care and Education

Three [reports](#) offer a fresh snapshot of early care and education (ECE) program use among Hispanic families across the United States. They suggest that Latino families are more willing to enroll their children in ECE programs than ever before. Such programs can help prepare low-income children for kindergarten and future academic success.

Sociodemographic Info on Immigrant and U.S.-Born Parents of Young Children

The Migration Policy Institute released sociodemographic portraits of parents (both immigrant and U.S.-born) of young children, from birth through age 8, including [Fact Sheets for 30 states](#). Of note, immigrants comprised 23 percent of all parents with young children (ages 0-8) in the United States, or almost 8.4 million in total as of 2010–14. 24 percent lived below the federal poverty level, compared with 15 percent of their native-born counterparts.

Health

Children with Special Health Needs

This [website](#) contains presentations from distinguished experts on important and timely topics in pediatrics including Providing Evidence-Based Medical Care to Immigrant Children and Rescue Medication and Seizure Emergency Planning in Education Settings.

Community Health Data

This [2016 State-By-State Injury Data Fact Sheets](#) shows an analyses of childhood injury fatalities and hospitalizations, and timely, pertinent information for injury prevention stakeholders and practitioners.

Food Insecurity Nutrition Incentive (FINI)

Hundreds of farmers markets, supermarkets, convenience stores, and retail food stores of all kinds participate in FINI grant projects all across the country. Shopping at these participating firms will give you the opportunity to stretch your benefit dollars and improve your diet. Find a [retail food store](#) offering incentives for fruits and vegetables near you.

Oral Health and Wellness

This [oral health resource](#) provides you with information on best and promising practices in oral health, current research, practical tips, frequently asked questions, and recipes for healthy snacks.

Recipes for Healthy Kids

The [recipes in the cookbook](#) feature foods both children and adults should consume more of: dark green and orange vegetables, dry beans and peas, and whole grains. All of these healthy recipes are low in total fat, saturated fat, sugar and sodium.

Family Support

Conversations that Strengthen Relationships with Families

In this [training presentation](#), learn more about developing conversational skills that help strengthen relationships with families and encourage growth and change. Find resources that include key messages and learning outcomes.

Fatherhood Connection E-Resource

This [E-Resource](#) offers early childhood professionals practical information to enhance father engagement. The November issue explores ways that staff and early childhood programs can create a welcoming environment for fathers and father figures. Explore the [Head Start Father Engagement Birth to Five Programming Guide](#) to help your program or center on its journey toward effective father engagement.

Webinar: Partnering with Diverse Dads: Challenges & Successes

This [90 minute webinar](#) on Monday, January 9, 2016 at 12:00 PM (Central) is a follow-up to “Don’t Forget the Dads: The Important Role of Fathers in Child and Family Health”, held in May 2016, and in direct response to participant comments requesting practical strategies for engaging dads of diverse backgrounds.

Early Education

Media and Young Minds

This [policy statement](#) reviews the existing literature on television, videos, and mobile/interactive technologies; their potential for educational benefit; and related health concerns for young children (0 to 5 years of age).

New Policy Brief on Early Learning and Use of Technology

This [brief](#) provides four guiding principles and suggestions for families and early learning practitioners on how to use technology with young children. The guiding principles include details about appropriate use of technology in early care settings, active and passive use of technology, developmentally appropriate use of technology for children aged 0-2, the digital use divide, use of technology by children with disabilities, and dual language learners.

Outdoor Preschool Aims to Let Children Learn from Nature

This [research](#) from the Harvard School of Public Health says that the average American spends less time outside than they do inside their car - less than 5 percent of their day.

Public Policy

Economies Grow When Early Childhood Development is a Priority

This [piece](#) shows that the first 1000 days of life – the period from conception to the age of two – are pivotal for any human being’s development. This has been shown repeatedly by every science that studies early childhood development: anatomy, epidemiology, genetics, immunology, physiology, psychology and public health.

Federal Report Recommends Teaching Self-Regulation in Schools

This [report](#) shows that schools are an ideal place for teaching self-regulation. Self-regulations skills are important to a child’s wellbeing throughout the lifespan and help them to manage their thoughts and feelings, control impulses, and problem-solve. Periods of prolonged or pronounced stress can delay a child’s development of self-regulation skills. The opportunities to build skills in a cohesive approach from preschool through secondary school and the potential power of shared learning with peers make schools an ideal place for interventions.

State(s) of Head Start Report

NIEER issued a report on the [State\(s\) of Head Start](#), about Head Start enrollment, funding, quality, duration, and staff qualifications and pay in each of the 50 states, the District of Columbia, and six US territories. See Washington state information beginning on page 389.

The Lifecycle Benefits of an Influential Early Childhood Program

Professor James Heckman and colleagues released this [study](#) that shows that high quality birth-to-five programs for disadvantaged children can deliver a 13% per child, per year return on investment through better outcomes in education, health, social behaviors and employment, reducing taxpayer costs down the line and preparing the country’s workforce for a competitive future.

Webinar: Transforming the Workforce for Children Birth Through Age 8

This [webinar](#) discusses a report that explores the science of child development, particularly looking at implications for the professionals who work with children and examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems.

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