



Washington State Department of Early Learning

ECEAP

Reminders and Links

July 2016

ECEAP Caseload Forecast and Saturation Study Reports

New versions of the [ECEAP Caseload Forecast Report](#) and the 2016 [ECEAP and Head Start Saturation Study Report](#) were released this week. These correct an error in the versions released earlier this spring, increasing the numbers of eligible children. Send questions to eceap@del.wa.gov.

ECEAP Background Checks

Beginning July 1, 2016, ECEAP staff who may have unsupervised access to children are required to obtain “portable background checks” (PBC) through DEL. ECEAP staff in licensed child care are already using this method. The PBC application is now live in MERIT for ECEAP staff. DEL will release additional guidance on implementing this new requirement sometime this month. Click [here](#) for a 6-minute tutorial on how to submit a PBC application.

ECEAP Background Checks Survey

Many ECEAP contractors have expressed concerns regarding the financial impact of the new ECEAP requirement for portable background checks. We are seeking more information regarding this impact. Please email your thoughts by July 30 to leah.capili@del.wa.gov with

- The number of PBCs you’ll need for staff with unsupervised access to children by role (i.e., lead teachers, assistant teachers, school district staff, bus drivers, etc.)
- Estimated cost to your program.
- Any other financial impacts that you might incur.

ECEAP Slot Reallocation Policy

In an effort to increase clarity and transparency around the process used for reallocating slots, DEL developed a policy that outlines the steps to be followed for determining slot placement with Contractors when slots have been returned or reclaimed for various reasons. The ECEAP Steering Committee reviewed and provided feedback about the policy at our June 28th meeting and unanimously approved all content in the document for implementation. The policy can be reviewed on the DEL website [here](#).

Important Dates

July 10:

- Complete all data entry for the 2015-16 school year in ELMS.
- Submit June monthly report and vouchers in ELMS.
- Submit June A-19 Invoice Voucher to DEL.

Want to know more?

Follow us here:

[DEL Facebook Page](#)

[DEL Professional Development Facebook Page](#)

[DEL Twitter](#)

[DEL Blog](#)

ECEAP Staff Qualifications

ECEAP Contractors must monitor that all ECEAP lead teachers, assistant teachers, and family support staff complete ECEAP staff qualifications applications in MERIT. Staff registered in MERIT in the “Grantee/Contractor” role can monitor applications and also enter employment dates using the instructions [here](#).

- As you hire ECEAP lead teachers, assistant teachers, and family support staff over the summer, ensure that they enter the education that qualifies them for their ECEAP role into the MERIT system.
- There is a substantial [financial award](#) to the individual staff member based on the education entered (unless the staff person has already received their full award).
- The verification process requires that staff send official transcripts or copies of official transcripts. If you send copies of unofficial transcripts, grade reports, or documents printed from the web, they will not be processed and it will delay your staff qualifications verification and your education award. If you are copying two-sided documents, be sure to copy and send both sides.
- Read the full instructions on entering staff qualifications in MERIT [here](#).

ELMS Updates

- When you open ELMS now, it will automatically be on the 2016-17 school year. If you need to complete data entry to 2015-16, remember to change the year in the upper right corner.
 - For instructions on starting the next school year in ELMS, click [here](#).
 - The paper versions of the prescreen and application are available [here](#), under “Enrollment.”
- To end the 2015-16 school year in ELMS:
 - You must exit all children from their classes, before ELMS will allow you to submit your Monthly Report for the final month of class. This must be completed by July 10.
 - Staff who work in [Extended Day](#) ECEAP should exit all children in ELMS with an end date of June 30 and re-enroll continuing children in the 2016-17 school year in ELMS with a start date of July 1. This must be completed by July 10.
 - ELMS Administrators should remove ELMS access from any staff who will not be returning to your program for the coming school year.
- For assistance with ELMS, email elms@del.wa.gov.

Teaching Strategies GOLD[®]

- To access *GOLDplus[®]*, an added feature available in *GOLD[®]* for ECEAP Contractors who use *The Creative Curriculum*:
 1. Login to your *GOLD[®]* account [here](#).
 2. Go to the “Planning” tab.
 3. Select “*GOLDplus[®]*” from the drop-down menu.Free support, video tutorials, and companion articles are on the *GOLDplus[®]* support page [here](#).
- If you need GOLD assistance, or have an issue related to the ELMS to GOLD[®] data feed, email del.wa@teachingstrategies.com. If you cc elms@del.wa.gov, we will track follow-up.
- For generic GOLD[®] assistance only, such as help with your login, you may use the email above or call 1-866-736-5913 between 4:00 a.m. and 6:00 p.m. Pacific Time.

2016-17 ECEAP Contracts

The following are changes to your 2016-17 ECEAP Contract:

- ELMS child records must be up-to-date by the 15th of each month.
- Your monthly call with your DEL Pre-K Specialist will be the last week of the month.
- DEL Portable background checks will be required for all persons who may have unsupervised access to children during ECEAP services.
- All lead teachers must complete in-person or online GOLD® training and interrater reliability certification for GOLD® by Teaching Strategies within six months of hire.
- All ECEAP Contractors and Subcontractors will use the ELMS to GOLD® data feed.
- You may not use ECEAP funds for finance charges or late fees on purchases.
- Identify an ECEAP staff representative to participate at Relationship Based Professional Development (RBPDP) Meetings.

More details to come.

DEL ECEAP Trainings

Family Support Pilot Training

DEL is offering a 3-day Family Support Pilot training to prepare pilot participants for family support work in 2016-17. This essential training is for volunteer pilot participants and has limited space available.

- August 8 – 10, 2016, Green River College, 417 Ramsay Way #112, Kent, WA, 98032
- DEL will send registration information to contractors who shared their interest in participating in the pilot in 2016-17. Look for an email soon.

Eligibility and Enrollment Trainings

DEL is offering 1-day Eligibility and Enrollment trainings in Summer and Fall of 2016! This training is designed for staff who review and verify eligibility information for ECEAP families, and who enroll families into the program. Participants will get ELMS training, Performance Standards review, real-life scenarios, and a chance to ask questions with the presenters. Register using this [link](#).

- August 22, 2016 – Everett Community College, Everett, WA
- August 23, 2016 – Lower Columbia College, Longview, WA
- August 24, 2016 – ESD 123, Pasco, WA
- September 21, 2016 – Green River College, Kent, WA
- September 22, 2016 – ESD 105, Yakima, WA

Training for New ELMS Administrators – SAVE THE DATE

This free one-day training is for ELMS Administrators who will be the ELMS super-users for their ECEAP contractor. You may also want to sign up for the Eligibility and Enrollment Training (above) on the day before or after this training. See details and register using this [link](#).

- August 22, 2016 – 9:00 AM to 3:30 PM, Longview, WA
- August 25, 2016 – 9:00 AM to 3:30 PM, Pasco, WA
- September 20, 2016 – 9:00 AM to 3:30 PM, Kent, WA

Other Training Opportunities

Tacoma Early Achievers Institute

These three-day trainings by CQEL staff incorporate a "Working Lab" Classroom showing what an exemplary classroom looks like. Participants will receive additional support on the Early Achievers Standards with sessions ranging from Creative Curriculum to ECERS.

- July 7 – 10, 2016 – The Greater Tacoma Convention Center, Tacoma, WA
- Register using this [link](#).

Kennewick Early Achievers Institute

These four-day trainings by CQEL incorporate a "Working Lab" Classroom showing what an exemplary classroom looks like. Participants will receive additional support on the Early Achievers Standards with sessions ranging from Creative Curriculum to ECERS.

- July 28 – 31, 2016 – Three Rivers Convention Center, Kennewick, WA
- Register using this [link](#). Registration closes on June 30.

Starting Strong P-3rd Grade Institute

This three-day event builds connections among prenatal to 3rd grade educators and leaders to reduce the opportunity gap in the State of Washington.

- August 1 – 3, 2016 – The Greater Tacoma Convention Center, Tacoma, WA
- Register using this [link](#).

Mathematizing Read Alouds

ESD 105 is hosting Mathematizing Read Alouds training for parents, early learning providers, preschool teachers, child care center staff members and others who work with young children and families. Allison Hintz and Antony Smith from University of Washington Bothell will present on building math concepts using children's literature. They will share a toolkit that they are piloting with King County Libraries to teach participants how to incorporate math skills and concepts into story times. Spanish interpretation services available upon request.

- August 4, 2016 - 5:00 PM to 8:00 PM – Ahtanum Room, ESD 105 33 South Second Ave, Yakima
- August 5, 2016 - 9:00 AM to 12:00 PM – Lower Level, ESD 105 33 South Second Ave, Yakima
- Cost: Training is \$30/person. Three STARS hours provided. Three OSPI clock hours available for purchase.
- Register using this [link](#). Enter Session ID 113498 for August 4 or 113548 for August 5. If you do not already have an account with ESD 105, you will need to create one in order to register.
- For more information, contact Stacie Marez at (509) 575-2885 or stacie.marez@esd105.org.

Creative Curriculum[®]

Teaching Strategies provides online resources to help with successful implementation of *The Creative Curriculum*[®] [here](#). Topics include:

- Professional Support from YouTube
- Classroom Ideas from our Teaching Partners
- Ideas and Inspiration from the Teaching Strategies Blog
- Social Media Channels: Pinterest, Facebook, Twitter
- Online Discussions with the Teaching Strategies Community
- Support for Online Training

Teaching Strategies GOLD®

- The free Teaching Strategies GOLD® Basic Course is available to Contractor staff with a GOLD® username can access. 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
- GOLD® “How-To” [Videos](#) walk you through topics such as changing or resetting teacher passwords, entering checkpoints for multiple children, uploading photos and videos, using the weekly planning form, and using the Teaching Strategies GOLD® documentation app.
- GOLD® Administrators and Teachers can access free [online support](#) including a variety of tips and training to support positive child outcomes.

Professional Development Modules for Early Care and Education Providers

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

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.

Resources

Racial Equity

Anti-bias Education Articles

This is a collection of [resources](#) including articles on working with parents and educators, and cultural and racial diversity.

Civil Rights Data and Early Learners

This [blog](#) highlights the [2013-2014 Civil Rights Data Collection \(CRDC\)](#), an extensive survey of all public schools and districts across the United States. The Office of Civil Rights has been collecting this data since 1968 to track issues related to equal educational opportunity and has been adding data points over time.

Teaching Young Children about Bias, Diversity, and Social Justice

This opinion [article](#) talks about how racial identity and attitudes begin to develop in children at a young age. Two- and three-year-olds become aware of the differences between boys and girls, may begin noticing physical disabilities, skin color and hair color/texture, and ethnic identity. Current research suggests that children as young as three years old, when exposed to prejudice and racism, tend to embrace and accept it even though they might not understand the feelings.

Health

Farm to Preschool

Farm to Preschool is an extension of the Farm to School movement with activities designed to promote locally produced fruits and vegetables in early learning settings.

Goals include:

- Educate children about local farming and food systems
- Influence eating habits and food preferences during formative years
- Improve the quality of food served in the program
- Improve healthy food access, nutrition and prevent obesity and obesity-related diseases
- Increase market opportunities for small farms
- Improve institution-community relationships

For more information, go [here](#). You can access the Farm to Preschool Toolkit and more on the Department of Early Learning [Healthiest Next Generation page](#).

Immunization Information System

The Washington State Immunization Information System is a statewide, lifetime immunization registry that keeps track of immunization records for people of all ages. MyIR allows you to manage your family's immunization records securely online and it is a web-based tool for healthcare providers and schools.

Once you register, you can access the records any time you need them.

- Families can access MyIR at <https://wa.myir.net/register> to begin the sign-up process.
- Find more information about this service at [Washington State Department of Health](#).

Nutritious Free Summer Meals for Children

Nutritious free meals are available for children and teens 18 and younger at many locations throughout the nation during the summer while school is out of session. Use this [mapping tool](#) to find a site near you. New sites will be added as the school year ends and throughout the summer.

Webinar on Children and the Zika Virus

Child Care Aware® of America hosted a [webinar](#) presented by experts from the Centers for Disease Control and Prevention, Children's Health Team, and Pregnancy and Birth Defects Task Force. This webinar includes the most up-to-date information, including:

- The basics of the Zika virus (how its spread, signs and symptoms, risk factors)
- The role of child care providers in prevention (mosquito control and repellent guidelines)
- Recommendations for pregnant mothers and parents considering pregnancy

For more information, email preparedness@usa.childcareaware.org.

Early Education

Dual Language Learner Toolkit

The Office of Head Start released a [Dual Language Learner Toolkit](#) for programs, early educators, child care providers, and families. The resources in the toolkit can help staff better support the skills and development of young children who are learning their home languages and English. The toolkit is divided into three sections: Administrators and Managers, Teachers, Caregivers, and Family Service Staff, and Families.

Family Child Care Resources

Are you thinking about sub-contracting with Family Child Care? The Office of Child Care has [resources](#) you can explore to help you learn more about Family Child Care and how to support them.

Zero to Three National Parent Survey Results

Zero to Three conducted a [comprehensive national survey](#) of parents revealing brand new insights on some of today's most heated conversations about raising young children. Some key findings:

- When it comes to attitudes, aspirations and parenting challenges, there is more that unites than divides parents.
- Parents believe that parenting can be learned and want help to be the best parents they can be.
- Dads are more than babysitters. They love being involved fathers, and want – and deserve – more credit. Moms agree that dads don't get enough credit.
- Almost all parents feel judged, almost all the time.
- Half of parents are not getting the support they need when they feel overwhelmed or stressed – the time when help is most important.

Public Policy

New Report Highlights Key Strategies for Achieving High-Quality Preschool

A [new report](#) by the Learning Policy Institute, *The Road to High-Quality Early Learning: Lessons from the States*, describes how four states—Michigan, North Carolina, Washington, and West Virginia—have built high-quality early education systems at scale. Recognizing that it is not easy to provide high quality pre-K at scale, the report identifies key lessons for policymakers looking to expand and deepen access to high-quality preschool. These include prioritizing quality and continuous improvement, investing in training and coaching for teachers, coordinating administration of birth-through-grade-3 programs, combining multiple funding sources, and creating broad-based coalitions and support.

Better Pay for Child-care Workers

This [article](#) indicates that child-care workers make only slightly more a year than parking-lot attendants, according to a new federal report. The annual median wage for child-care workers is \$23,520 which is about \$3,000 less than what manicurists-pedicurists earn.

Federal Policy Statement on Supporting Dual Language Learners in Early Learning Settings

This is a new [Federal policy statement](#) from the U.S. Departments of Health and Human Services and Education on better supporting our country's youngest dual language learners in early childhood programs. The statement recognizes the cultural and linguistic assets of this population of children, and provides important resources and recommendations to the early childhood field to ensure that our nation's early education programs are accessible and appropriate to these families.

Kids Count Data Book

Visit the [Kids Count Data Center](#) to review our state's data, see how your city, county or congressional district is performing on the KIDS COUNT Index and create powerful visualizations.

Low Quality of Care in Informal Settings

This [article](#) describes how current policy discussions focus primarily on preschool access and preschool quality but largely ignoring the low quality of care in informal settings. Children in informal settings learn meaningfully less, on average, in both literacy and math than those in formal childcare centers or preschools.

New Moms Grapple with Returning to Work

This [article](#) indicates that Washington State has the sixth most expensive child care in the nation. Rather than working full time to pay that off, some mothers are choosing to delay returning to work. For every two years a woman remains out of the workforce, she reduces her earnings by 10 percent throughout her career.

Starting Ahead

This [page](#) discusses about the vast body of research that shows how high quality early childhood education has lasting effects for disadvantaged children. Children gain social-emotional and cognitive skills through high quality early childhood education that set them up for success in school and life.

STEM for Early Learners

This [article](#) explains about the communications challenges and serious misunderstandings of what it looks like to teach STEM. Those misunderstandings could blunt efforts at boosting the early childhood system and educator training so that children can thrive in STEM subject areas.