



ECEAP REMINDERS & LINKS – JANUARY 2021



Washington State Department of
CHILDREN, YOUTH & FAMILIES

The Early Childhood Education and Assistance Program (ECEAP) is Washington's pre-kindergarten program that prepares 3- and 4-year-old children furthest from opportunity for success in school and life.

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Important Dates

Feb. 1 (Optional): Request names and contact information through ELMS for recruitment of age-eligible DSHS clients.

Email Non-Disclosure and Data Disposition forms to ECEAP@dcyf.wa.gov.

Within 90 days from class start date, enter health screenings, well-child exams and dental screenings in ELMS.

Questions?

Email questions about newsletter topics to eceap@dcyf.wa.gov or your Continuous Quality Improvement (CQI)

Specialist. For additional information about ECEAP or the Washington State Department of Children, Youth, and Families (DCYF), please visit our Contractor [webpages](#).



Updates

DCYF ECEAP and COVID-19

Resources and information are available on the DCYF [COVID-19 Updates](#) webpage and the Washington State Department of Health (DOH) [website](#). DCYF ECEAP will continue to provide updates and guidance. Please reach out to DCYF ECEAP staff with questions, concerns and ideas. Contact eceap@dcyf.wa.gov, your CQI Specialist or [Karin Ganz](#).

The following is information for ECEAP contractors. Thank you for your unwavering commitment to delivering responsive ECEAP services. It is profoundly appreciated by your communities and DCYF ECEAP.

Service Delivery Guidance

While delivering services, ECEAP contractors should follow the guidance of local health and tribal jurisdictions. Those agencies provide the most specific guidelines for the reopening phases of your respective counties. DCYF ECEAP also recommends following DOH [child care guidance](#) when providing classroom services. If school and/or part day sites are not providing in-person classroom services in January, please contact your assigned CQI Specialist to share your plan for service delivery, including timelines. Planning may include staggered starts, modified services and partial services.

Important Information:

- Modified services, in place of classrooms closing, are described in [ECEAP Q&A](#), under “Continuing Operations.”
- Subsidy payments (if applicable) are outlined on the DCYF [COVID-19 Early Learning and Child Care webpage](#).

Ongoing ECEAP Staff COVID-19 Support Basecamps

The following forums provide opportunities for staff to connect about tailored supports for children and families, find professional development opportunities, access ongoing webinars on emergent topics and more. Directors may forward invitations to any appropriate ECEAP or Head Start staff. Joining is optional and participants may remove themselves at any time.

- Recruitment Eligibility and Enrollment (REE) Staff: to join, email elms@dcyf.wa.gov
- Education Staff: to join, contact your CQI Specialist
- Family Support Staff: to join, contact your CQI Specialist

Successes and Challenges for Early Learning Transition in Washington

In late 2019 and early 2020, the Preschool Development Grant’s (PDG) Transitions Team connected with providers, school districts, families and communities to build our collective understanding of current practices, barriers and culturally specific approaches. The results of this collaborative effort by Office of Superintendent of Public Instruction and DCYF are compiled in a [report](#) that outlines key ways to strengthen transitions. Substantial challenges were also identified in two key areas: family voice and leadership and inclusive practices. This foundational work informed the development of two current PDG projects: 100 Schools Reach and Transition Partners.

Thank you to all participants for their important contributions to research that strengthens transitions in Washington! For more information, please email eceap@dcyf.wa.gov.

Comments Needed: Statewide Early Learning Coordination Plan

For the past year, a range of early learning stakeholders have worked together to develop goals and strategies to inform the future of Washington’s early learning system for children prenatal through third grade and the adults who care for them. These high-level goals and strategies are designed to help all children and families thrive. A targeted universalism framework was used to ensure the strategies explicitly name the commitment to eliminate racism, bias and discrimination in communities. Please [review the goals and strategies](#) at the heart of this plan and provide your comments through a survey by **Jan. 31**.



Unsung Heroes and Parent Recognition Month

DCYF will celebrate Parent Recognition Month in February 2021 by honoring extraordinary parents, caregivers, guardians and community members across Washington State through the annual Unsung Heroes campaign. Please help us honor 28 more unsung heroes this February by nominating someone who has shown exceptional strength, courage and empathy. Nominations are due **Jan. 11**, and the form is available in both [English](#) and [Spanish](#).

Early Achievers Continuous Quality Improvement Webpage

Early Achievers launched a [new webpage](#) to share the revision process underway. On the webpage, you'll find videos available in English, Spanish and Somali addressing the process and big picture thinking as well as videos focusing on the components of Early Achievers. Surveys are available for coaches, providers and families to share feedback.

ELMS News

Changes to ELMS Released on Dec. 6:

- **Nontraditional Remote Services (NTRS) Reporting:** Beginning with the Dec. 2020 Monthly Report, staff will report NTRS on the site and class page of your monthly report. The Dec. 2020 Monthly Report is available in ELMS on Dec. 31. To find this, click the monthly report tab, select the site link or class link to see the new Step 4: NTRS Reporting section on the bottom of the page. To complete the NTRS reporting, click the "Report NTRS provided this month" button and answer the questions in the pop-up window. A webinar provided on this topic will be shared soon along with a Q&A document. Please send additional questions to us through the [ELMS inbox](#).
- **The Enrollment Count report** now includes:
 - ✓ Active classes with a future start date and no funded assigned slots. These classes will display 0 in all columns.
 - ✓ A "Total" row, totaling information for all classes when you run the report by class without selecting a class name in the report parameters.

Teaching Strategies GOLD®

Reminder: Required Training for Lead Teachers

The following online Teaching Strategies® courses meet the Lead Teacher training requirements in ECEAP Performance Standard PDTR-10, which must be completed within six months of hire. Unlimited access to all online professional development in Teaching Strategies® is available for ECEAP users throughout the 2020-21 school year.

Creative Curriculum® (CC®) Training (20 Hours Total)

Note: Completion of both of these online courses is the equivalent of the two-day foundational CC® training provided in person within the past few years:

- CC® for Preschool: Foundation (10 hours)
- CC® for Preschool: Daily Resources (10 hours)

GOLD® Training (15 Hours Total)

Note: Completion of all three of these online training modules is the equivalent of the two-day foundational GOLD® training provided in person within the past few years.

- GOLD®: Introducing MyTeachingStrategies® (2 hours)
- GOLD®: Objectives for Development and Learning (10 hours)
- Inter-Rater Reliability (IRR) Certification* for "Preschool, including dual language learners and children with special needs" (3 hours)



***Note:** Please don't send course certificates of completion to DCYF ECEAP or to MERIT. Teaching Strategies® informs DCYF ECEAP when teachers have completed trainings. DCYF ECEAP enters the appropriate hours into MERIT. Due to capacity, this may take several weeks after the training is completed. Thank you for your patience.

New and Ongoing Resources from Teaching Strategies®

Resources are also available in the Education Staff Support During COVID-19 Basecamp.

- Users can check their MyTeachingStrategies® dashboard for regular updates to GOLD® and Creative Curriculum® features, resources and webinars.
- Free and Accessible [ReadyRosie® Modeled Moments COVID-19 Videos](#).
- Blog posts: [Making Distance Learning Successful](#), [3 Strategies to Provide Ambitious Interactions and Instruction for All](#) and [Using GOLD® for Formative Assessment in the Time of COVID-19](#).
- GOLD® Enhancements (at no additional cost) include expanded access to all *Intentional Teaching Experiences®* per class type; digital access to *100 Mighty Minutes®*; family activities associated with the *Intentional Teaching Experiences®* and *Mighty Minutes®*; and an updated MyTeachingStrategies® family mobile app.
- [Classroom Connect](#) has all educator resources for you in one place.

Teaching Strategies GOLD® and Creative Curriculum® Professional Development (PD)

PD resources are free for ECEAP users and accessible through teacher GOLD® accounts on the [Teaching Strategies® Home Page](#) through the 2020-21 school year. Upcoming webinars and new online resources provided by Teaching Strategies® are posted in the “Messages” section after logging in.

- [Upcoming Teaching Strategies® webinars](#): Generating Fall Outcomes Reports: A Webinar for GOLD® Administrators.
- Teaching Strategies® webinars are recorded and available in the [TS Archived Webinar Library](#). This includes Engaging Families While Using GOLD®, Involving Families in Formative Assessment, Back-to-School Support for Teachers, Back-to-School Support for Administrators and Self-Care for Educators During the Pandemic.
- Video tutorials: [Managing Family Members in MyTeachingStrategies®](#), [Engaging in Two-Way Communication with Families](#) and [Sharing Family Activities from your Planning Calendar](#).

Teaching Strategies GOLD® Technical Assistance

- Call the dedicated ECEAP GOLD® line at 844-854-4653 for issues like logging in and general teacher questions.
- For more significant technical issues, submit a case form to the Teaching Strategies® [Support Portal](#).
- Email del.wa@teachingstrategies.com with GOLD® issues or requests for additional portfolios. Include details such as ELMS child IDs, teacher names and class names. You may include elms@dcyf.wa.gov as an email recipient for additional support.

DCYF Training Opportunities and Events

Address Early Childhood Suspension by Addressing Implicit Bias with Culturally Responsive Practices

SAVE THE DATE: Join us for a four-part webinar series with Dr. Rosemarie Allen, CEO of the Center for Equity & Excellence. Learn critical first steps to ensure equitable observation and assessment practices. Dr. Allen's approach supports and reflects many cultural ways of being for children in early childhood classrooms. Registration is coming soon for these dates and recorded webinars will be available on the [ECEAP Equity webpage](#).

- Jan. 22: Historical Roots of Race in Early Childhood Programs
- Feb. 19: Implicit Bias and Color Blind Ideology
- March 19: Microaggressions and Cultural Humility
- April 23: Anti-Racist and Anti-Biased Assessments



Directors Bi-Monthly Check-Ins

Ongoing director check-ins are scheduled for Jan. 13 and 27 from 9-10 a.m. Contact your CQI Specialist if you need a meeting invitation.

Recruitment, Eligibility and Enrollment Staff Monthly Check-ins

Through January, Zoom check-ins for recruitment, eligibility and enrollment staff are held on the first Thursday of the month from 9-10 a.m. Share resources and ideas, find solutions to challenges and discuss policy and Performance Standards questions. [Join here.](#)

Family Support Staff Check-ins

Zoom check-ins for Family Support Staff are held on the third Thursday of each month. Share ideas and resources, support one another regarding shared challenges and identify emergent topics in the ever-changing world of family support. Join the Jan. 21 check-in from 9-9:40 a.m. [here.](#)

Education Staff Monthly Check-ins and Webinars

Zoom check-ins for education staff are held on the fourth Monday of each month. Connect with peers and share struggles, strategies and resources. Join [here.](#)

Webinars for education staff are on the second Monday of each month. A variety of topics are planned including curriculum, observation, screening and assessment. Register here:

- [Jan. 11, 10 a.m.](#)
- [Feb. 8, 10 a.m.](#)
- [March 8, 10 a.m.](#)
- [April 12, 10 a.m.](#)
- [May 10, 10 a.m.](#)

2020-21 Mobility Mentoring® Monthly Webinars

The monthly Mobility Mentoring® webinar series resumed in September. Additional webinars may be added for direct support staff during the pandemic, as needed.

Mobility Mentoring® Webinars for Direct Support Staff

- [Jan. 14, 9 a.m.](#)
- [Feb. 11, 9 a.m.](#)
- [April 8, 9 a.m.](#)
- [May 13, 9 a.m.](#)

Mobility Mentoring® Webinars for Leads

- [March 11, 9 a.m.](#)
- [June 10, 9 a.m.](#)

Other Training Opportunities

Early Achievers Monthly Coach Webinars

Jan. 25, 3-4:30 p.m.: University of Washington (UW) Cultivate Learning is providing monthly community of practice webinars for Early Achievers coaches. Join the webinar [here.](#)

Early Achievers Coach Framework Training

Save the Date: Feb. 18-19: UW Cultivate Learning is providing this training via Zoom to Early Achievers coaches. The training is 9 a.m. to 4 p.m. on the first day and 9 a.m. to 2 p.m. on the second day. STARS credit will be given to participants who attend both days. Registration available soon.



Sapsik'waałá (Teacher) Education Program

The [Sapsik'waałá \(Teacher\) Education Program](#) is seeking highly qualified, passionate American Indian/Alaska Native applicants for their next cohort. Classes begin in June 2021 at their beautiful campus on Kalapuya Ilihi near Eugene, Oregon. The application deadline is **Jan. 15**. Contact the program at sapsikwala@uoregon.edu or 541-346-2454.

Haring Center Individualization Internships for Coaches

This two-day Online Individualization Internship offered by the UW's Haring Center is a unique training opportunity for Early Achievers coaches. The Internship focuses on individualization and inclusion of children with different learning and behavioral needs into early learning and care settings. Internships will be held on Jan. 12-13 and Jan. 19-20.

Coaches who participate will deepen their knowledge in several areas related to individualizing instruction, supporting social-emotional learning and addressing challenging behavior for young children with disabilities and those who learn and behave differently. For more information and to register, click [here](#). Email pcyeung@uw.edu for questions.

Additionally, UW Haring Center is now offering mini sessions as a follow up for coaches who have participated in an internship. These sessions take a mini professional development approach and provide follow up content on behavior and building partnerships with families.

Mini sessions held on Jan. 14 from 1-2 p.m. and Jan. 21 from 1-2 p.m.

Circle Time Magazine

Visit [Circle Time Magazine](#), an accessible, friendly and fun professional development web series focused on early learning in action. Receive STARS credits by completing knowledge checks at the end of each episode.

Resources

Equity

What We Owe Young Children

The ability for all people to thrive calls for anti-racist policies that span early childhood as well as broader systems which impact outcomes. This Center for the Study of Social Policy [report](#) outlines an anti-racist policy platform for early childhood. The report's policy agenda provides an actionable path forward to redress structural racism as the root cause of inequities in early childhood outcomes.

How Racism Can Affect Child Development

This [infographic](#) from the Center on the Developing Child describes detrimental and profound effects of racism on children's stress response systems. Details about the research used to develop the infographic are included.

Creating Anti-Racist Early Childhood Spaces

This [one-hour webinar](#) presents strategies for creating an anti-racist environment to promote the development of healthy racial identities.

Health

Promoting Healthy Practices During COVID-19

This publication is available in [English](#), [Spanish](#) and [Somali](#) and highlights best practices during meal and snack time using the Centers for Disease Control and Prevention (CDC) and DOH guidance. Other educational resources are on [DOH's COVID-19 website](#). For questions or more information, please contact [Chris Mornick](#).



The Brain Architects: Connecting Health and Learning Part One: The Science

The Center on the Developing Child's [The Brain Architects podcast](#) discusses how the environments and experiences we create for young children and their families affect not just the developing brain and early learning, but many other physiological systems and lifelong health.

Education

Pandemic-Related Transitions: P-3 Learning Context

As early learning providers and educators continue to navigate challenges due to COVID-19, staff are striving to ease families and children through transitions between material delivery in-person, at-home, online or a hybrid of these. Read the [National P-3 Center's](#) consolidated strategies to support these transitions drawn from research and innovative provider practices across the country.

Early Math and Numeracy

Brief but Mighty Math Ideas

[Math Snacks](#) inspire families to find and talk about math in everyday life. Like any healthy snack, they are quick, easy, highly shareable and perfect for any time of day. Explore updated set of Math Facts and text them to the families you work with, share them with colleagues on social media or provide the PDF handouts for a workshop. Also [available in Spanish](#).

Shape and Space: What Children Know and Need to Learn

Although children accurately perceive shape and space in their everyday environments, preschool children need to learn to think about these fundamental early math concepts. Find resources to support children's learning on the [DREME Teacher Educator website](#).

