



Washington State Department of
Early Learning

Standards Alignment Advisory Committee

December 16, 2016



Agenda

- Welcome, Agenda Review – Nicole Rose
- WAC Updates – Sonya Stevens & Luba Bezbordnikova
 - Weighted WAC
 - Other WAC Updates
- Early Achievers and ECEAP Progression Updates:
 - Progression Context- Rachael Brown-Kendall
 - ECEAP Contract– Kelli Bohanon
 - Mobility Mentoring – Nicole Lor
 - Families Moving Forward – Kerry Beymer
 - Progression Examples – Kelli Bohanon
- Summary and Next Steps – Nicole Rose

Weighted WAC - Focus Group Process

We are intentionally structuring our participation approach for both the focus groups and the ranking survey to ensure representative responses –geographically and from the various diversity groups with licensing content expertise and experience

- Provider setting and diversity make up per region is guiding the Coalitions recruitment activities
- Special linguistic groups – Spanish and Somali
- 7 special groups – parents, HS and ECEAP, tribal providers, SEIU, licensing staff, Somali providers, African American providers
 - Southwest: 6 to 9 p.m., Dec. 8, Vancouver (**Rescheduled due to weather -TBD**)
 - Southeast: Noon to 3 p.m., Dec. 13, Pasco
 - Pierce: 5:30 to 8:30 p.m., Dec. 13, Tacoma
 - Northwest: 5:30 to 8:30 p.m., Dec. 13, Anacortes
 - West Central: 6 to 9 p.m., Dec. 14, Tumwater
 - Central: 6 to 9 p.m., Dec. 14, Union Gap
 - Olympic-Kitsap: 6 to 9 p.m., Dec. 15, Bremerton
 - King ECEAP/HS: noon to 3 p.m., Jan 4, Seattle
 - Northeast: 1 to 4 p.m., Jan. 10, Spokane
 - Licensing Staff: 10 a.m. to 1., Jan 12, Renton
 - North Central: 9 a.m. to noon, Jan. 14, Wenatchee
 - King: Somali: 1:30 to 5:00 p.m., Jan 14, Location TBD
 - King Parent: Time TBD, Dec. 17, Seattle
 - King: African American : TBD
 - Tribal: TBD

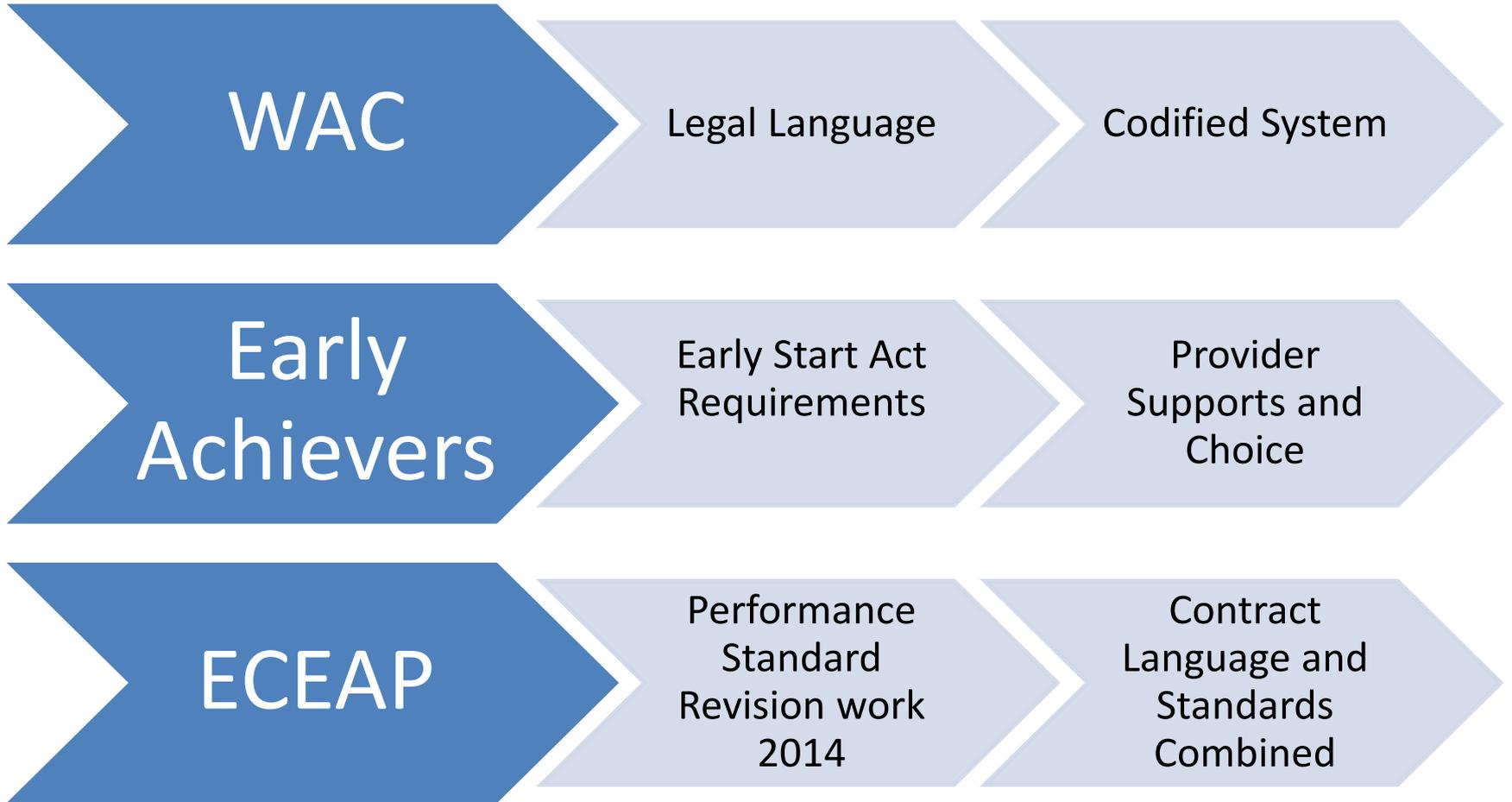
WAC Update

- Technical and Legal review completed
- Definition Section is completed and posted
- Justification enhancements for greater detail on research based writing, ready by March
- Development of the NRM and Public Comments' processes started, update in January



Questions

Standards Alignment in Context



The ECEAP Contract

- ☐ Exhibit A: Statement of Work
- ☐ Exhibit B: Budget
- ☐ Exhibit C: General Terms and Conditions
- ☐ Exhibit D: Deliverables Calendar
- ☐ Exhibit E: ECEAP Performance Standards

What is Mobility Mentoring?

- ▣ Professional practice in working with families
 - ▢ Core principles
 - ▢ Program services

Why Mobility Mentoring?

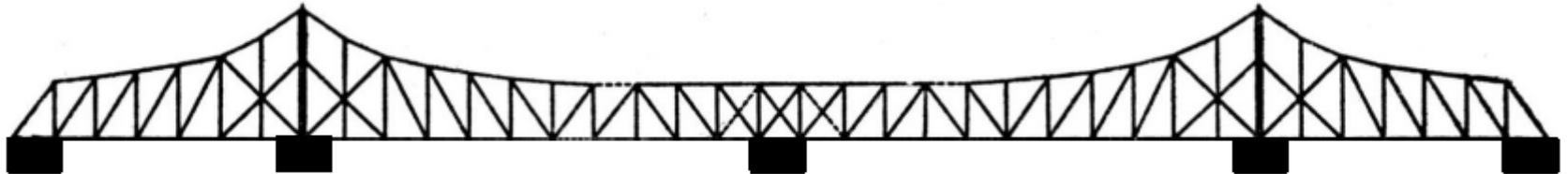
- ▣ Research-based
- ▣ Feedback
- ▣ Sustainability

Welcome to ECEAP!

We know that you have come to ECEAP to get high quality preschool for your child. Part of our approach is to also support you, as your whole family well-being is critical to your child's development. To help us know how to support you, we look with you at some areas of your family's life. Together, we help you set goals, like increasing parenting skills, finding a better job, getting more education, and learning new skills.

With our partner program EMPATH - Economic Mobility Pathways, we believe that the journey to family stability and well-being is like crossing a bridge, traveling from where you are to reach your goals. The Department of Early Learning's Bridge to Child and Family Self-Reliance* is held up by five major pillars which are all inter-related, and all equally important.

Department of Early Learning ECEAP Bridge to Child and Family Self-Reliance



Family Stability		Well-Being		Financial Management		Education & Training	Employment & Career Management
Housing	Family & Dependents	Health & Mental Health	Networks	Debt	Savings	Education	Earnings Levels

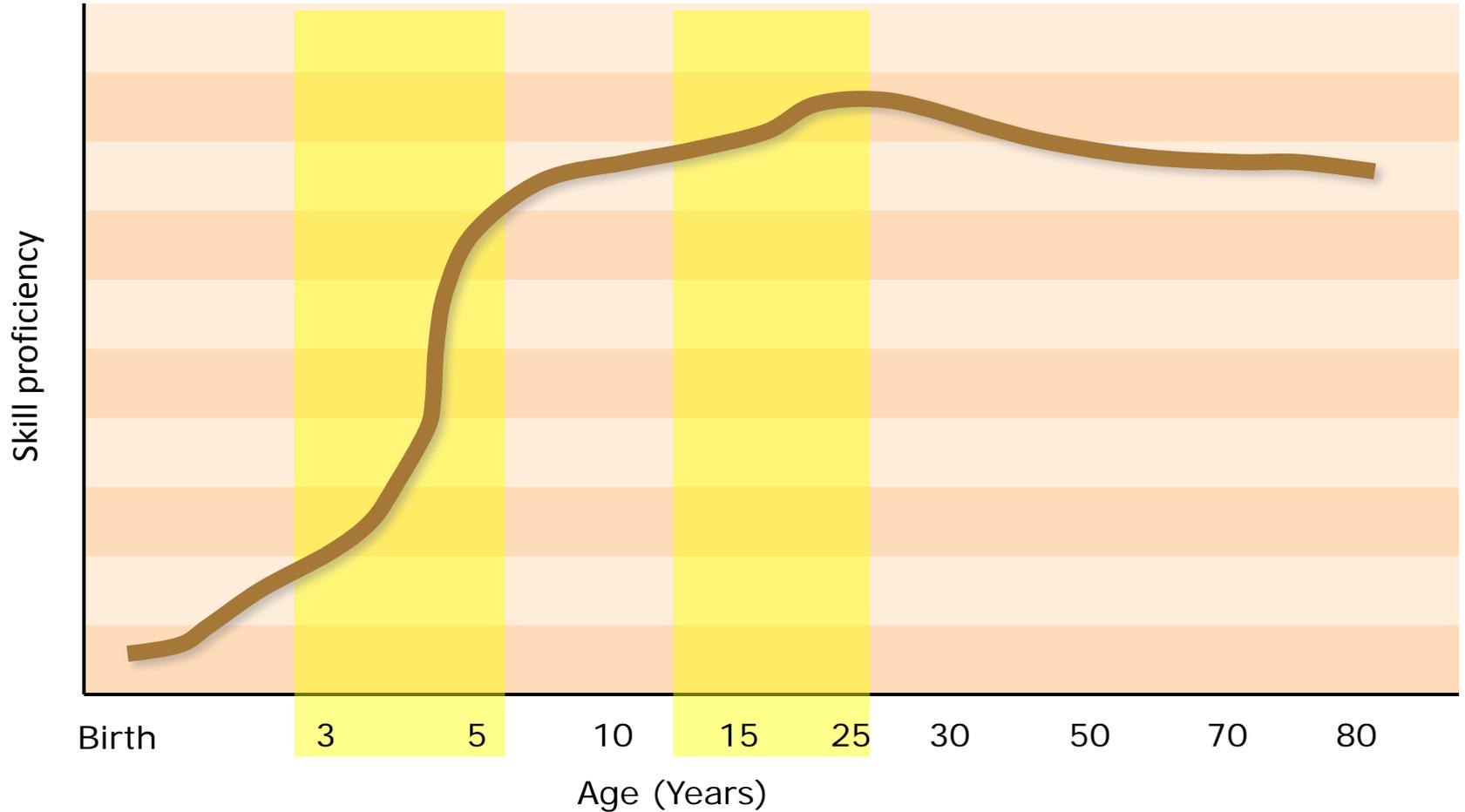
Families Moving Forward

A six week parenting curriculum to develop executive function skills

- **Families Moving Forward** teaches parents the importance of developing Executive Function skills within their children and themselves. Research has proven executive function development is a better predictor of school success than IQ

Essential Skills for Life, Learning, Health		
	Impulse Control	 
	Working Memory	 
	Mental Flexibility	 

Why Families Moving Forward?



Weintraub, et al., (2011)

Progression Example #1

WAC

Early Achievers

ECEAP

- **170-300-0085(4)(a)(i)**

- An early learning provider must: Attempt to discuss with parents or guardians information including, but not limited to: A child's strength in areas of development, health issues, special needs, and other concerns

- **Parental Resilience**

- *Providers choose 3 items from menu of options*
- Parents are always consulted on decisions that have an impact on their child
- The program consults with parents immediately when child health, behavior or developmental issues are suspected or identified
- Staff work collaboratively with parents to coordinate support for children's development.
- Staff develop ongoing partnerships with parents to ensure a common understanding of the child's development.
- Coordinate with parents to provide children with appropriate experiences for their developmental stage.

- **Family Support Visits**

- Contractors must ensure ECEAP family support staff provide a minimum of three family support visits per enrolled family. These visits must be distributed throughout the school year. The first visit must be held and documented by the family support checkpoint deadline.
- To count as one of the three family support visits, each family visit must be:
 - A minimum of 30 minutes.
 - Face-to-face.
 - Scheduled at times convenient for the family.
 - In a location agreed upon with the family, where conversations cannot be overheard by others.
- Planned with individualized content for each family for each visit.

Progression Example #2

WAC

- **170-300-0085(4)(d)**

- An early learning provider must:
Give parents or guardians contact information for questions or concerns.

Early Achievers

- **Concrete Support in Times of Need**

- *Providers choose 3 items from menu of options*
- The program actively builds collaborative links for community services such by sharing information with parents such as hours of operation, eligibility requirements, etc.
- The program responds to family crisis by immediately by providing a private space for parents to talk with a staff member that they feel most comfortable with
- Encourage families to advocate for themselves and for their child
- When staff make referrals, they support families by asking families about what resources would be helpful
- When working with expecting families, staff will help the family enroll in a home visiting program when appropriate

ECEAP

- **Concrete Supports**

- Contractors must provide experiences that enable families to:
 - Identify unrealized resources
 - Understand their rights in accessing services
 - Navigate service systems.
- Contractors must provide assistance in times of need by supporting families in accessing community resources so their basic needs are met. These resources may include but are not limited to:
 - Transportation
 - Energy assistance
 - Legal services
 - Health or dental care
 - Financial literacy or budgeting
 - Mental health care
 - Chemical dependency
 - Domestic violence services
 - Childcare
 - Food
 - Clothing
 - Parenting
 - Job or training skills
- Staff must follow up with parents throughout the year to ensure the resources meet the individualized needs of the family.



Questions

Meeting Summary & Next Steps

- Next Advisory Meeting:
January 27, 11-1