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1. Structural Program Features

Brief Explanation of Ratings (see user guide for more detail)

Policy in Place?

Yes, all settings- This means that the policy is in place (i.e. state mandates or requires the standard or practice) for all applicable state pre-k programs for 3- and 4-year-olds, whether they are in school-based or private center-based settings. Refer to the policy in the “Description of the current policies” space.

Yes some settings- This means the policy is in place (i.e. state mandates or requires the standard or practice) for some pre-k programs. It may be for just school-based but not private center-based programs or vice versa. Explain in the “Description of the current policies” space.

No rec- This means the standard or practice is not required of programs by the state, but the state recommends or incentivizes it in some or all settings. Explain in the “Description of the current policies” space. Note: This rating is not applicable to every indicator and so will not appear in each drop down box as a choice.

No- This means the policy is not in place for state pre-k programs.

Implementation in the field?

Strong- This means the requirement or standard is met in a strong majority of programs (approximately 66% or higher).

Mixed- This means the requirement or standard is met in some programs but not a strong majority (approximately 33%-66%).

Weak- This means the requirement or standard is met in few programs (approximately 33% or less).

Don’t Know- This may be a temporary rating when the information is not available at the state level, until more information can be gathered from stakeholders. Or this may remain the rating, when even stakeholders in the field can’t report on the strength of implementation of the indicator with any confidence.

Notes for WA team:

Please rate the policies and implementation for ECEAP child care center and exempt (school district, 3-hr or less per day) in the sections with drop-down menus. Use the 2 columns to rate licensed and exempt ECEAP settings separately.

Column for Licensed Settings - This refers to licensed child care. Applicable policies include: Licensing regulations, QRIS standards ECEAP contract and written ECEAP policies,

Column for Exempt Settings – This refers to school districts and contractors providing 3 or fewer hours of service per day. Applicable policies include: ECEAP contract and written ECEAP policies. (Until all become licensed child care providers.)

Family Child Care - Include family child care ONLY in narrative sections about policies, and implementation, threats and challenges, etc. Do not include them in the ratings sections with drop-down menus. Describe the policies that apply to the family childcare setting related to the category as well as the strength of implementation in the description sections below the rating tables.

Ratings and Description:

1.1. Group Size and Ratio					
Indicators		Policy in place? Y all settings/ Y some settings/ N rec/ N		Implementation in the field Strong/ Mixed/ Weak/ Don't know	
		Licensed	Exempt	Licensed	Exempt
1.1.-1	State has group size and ratio requirements	Y all settings	Y all settings	Strong	Strong
1.1.-2	Maximum class size of 22 students or lower	Y all settings	Y all settings	Strong	Strong
1.1.-3	Maximum class size of 20 students or lower	Y all settings	Y all settings	Strong	Strong
1.1.-4	Maximum class size of 17 students or lower when 3 year olds are included	N	N	Weak	Weak
1.1.-5	At least two adults in every classroom	Y some settings	Y some settings	Strong	Strong

Description of current policies (reference to laws/regulations/policies or other evidence):

1.1.-1 - 5, ECEAP Performance Standard, E-1 Early Childhood Education Service Delivery

Contractors must use an early learning framework to plan developmentally appropriate early childhood education. This framework informs the environment, daily routine, curriculum, adult-child interactions, guidance, screening and referral, assessment and individualization, and parent-teacher conferences.

Contractors must provide a minimum of 320 hours per year of direct early childhood education services, in no less than 30 weeks. During these hours, contractors must have:

- A lead teacher present.
- A second staff person who meets lead teacher or assistant teacher qualifications, if more than ten children are present.
- Additional staff as necessary to ensure safety and an effective learning environment for all enrolled children.
- A minimum 1:10 adult/child ratio.
- No more than 20 children per class/group.

- A minimum of 2.5 hours per class session.

1.1.4, ECEAP class size requirements do not include a lower class size for 3 year olds.

1.1-5 since the ratio is 1:10 there could be one person in an ECEAP classroom with children. However, ECEAP across the state are rarely staffed this way. This is so they can meet the third bullet in the requirement, “Additional staff as necessary to ensure safety and an effective learning environment for all enrolled children.” Current data from ELMS indicated that 30 of the 811 classrooms are listed as having one teacher. This number puts us well above the 66% marker to have ECEAP rate strong in this area. In addition, Early Learning Management System (ELMS) staff believes that for the 30 classrooms that have indicated that there is one teacher that this is the result of bad data entry. This will be monitored in the fall of 2017 to ensure clean data in the future.

It is also worth noting that when DEL staff are out on monitoring visits classroom observations are completed. If, during this observation, we discovered only one staff in a classroom with children we would ask multiple questions around how they could meet the Performance Standards with only one staff in the classroom. Typically this would result in a finding and a potential action plan item.

Description of implementation in the field/Explanation of ratings above:

Please note that this survey was answered for ECEAP. The state’s K-12 system, which is overseen by the Office of the Superintendent for Instruction (OSPI) oversees all special education services for the state. Special education in Washington State serves children 3-5 years of age who have been identified with a developmental delay. This group of children is not counted in this survey unless they are also enrolled in an ECEAP program.

ECEAP is implemented state-wide in all classrooms with ECEAP funding. ECEAP is offered in multiple settings which include k-12 schools, child care centers, tribal centers, and family child care homes, non-profit and for-profit agencies. The requirements are the same for all settings. All group size and ratio requirements are entered into the Early Learning Management System (ELMS) by contractor staff. This information is monitored through desk top monitoring and then cross checked when on-site monitoring occurs.

1.2. Learning Time				
Indicators		Policy in place? Y all settings/ Y some settings/ N rec/ N		Implementation in the field Strong/ Mixed/ Weak/ Don’t know
		Licensed	Exempt	Licensed Exempt
1.2.-1	State specifies minimum learning times	Y all settings	Y all settings	Strong Strong
1.2.-2	Program day to be at least as long as the first grade day in the local community.	Y some settings	Y some settings	Weak Weak
1.2.-3	Program to serve children at least as many days per year as K-12.	Y some settings	Y some settings	Weak Weak

Description of current policies (reference to laws/regulations/policies or other evidence):

1.2-1

ECEAP Contract:

- “Extended Day” means 10 or more hours per day, five days per week and year round.

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- “Full School Day” means an average of six hours per day (5.5-6.5), a minimum of 1,000 hours per year and at least four days per week
- “Part-Day” means:
 - For slots funded prior to July 1, 2015, a minimum of two and a half (2.5) hours per class session, 320 hours per year, and 30 weeks per year.
 - For slots funded July 1, 2015 or later, a minimum of three (3) hours per class session, 360 hours per year, and 30 weeks per year.

1.2.2 and 1.2.3

Below is the current breakdown of slots per model:

- 10,037 Part Day slots
- 1,998 Full School Day slots
- 456 Extended Day slots

The Full School Day slots meet for as long as first grade classes while the Extended Day slots meet longer than the first grade requirements. Given the lower number of Full School Day and Extended Day slots, DEL rated the implementation in the field as weak. The Department of Early Learning has requested that future funding include increasing Full School Day and Extended Day slots. In the latest RFA the majority of applicants requested Full School Day funding. DEL wants to be able to fulfill these requests while ensuring that contractors have access to all types of funding models in order to best meet the needs of all eligible families.

Threats to existing strong policies:

A potential threat is the state legislature not funding Full School Day and Extended Day slots at a level that meets community needs. During the 2016-17 funding cycle the Washington State legislature funded part day services for all slots despite a request for increased funding for slots in all models. In 2017-18 the legislature did not fund an increase in the state office administrative rate. If the legislature continues to add more requirements to contractors who receive ECEAP funding without increasing the state office administrative rate beyond the current 3% then monitoring and roll out of quality initiatives will be delayed.

Challenges and opportunities to improve implementation:

Changing the class maximum class size to 17 for 3 year olds would be challenging since the current numbers are aligned with state licensing requirements. This would also be expensive to implement. It would require additional facilities which are already in short supply. Operations cost would raise and additional staff would need to be hired when Washington is experiencing a staffing shortage. Access to extended day services is limited by difference in eligibility between ECEAP and Working Connections Child Care (i.e. ECEAP eligibility is so low that families who work full time don't qualify with our states increased minimum wage).

As ECEAP works to prepare for an increase of an estimated 7,000 slots in the next six years there is an abundance of work needed to successfully restructure teams, determine the best changes to be made in how we currently structure the delivery of ECEAP in communities and determining which quality components are best to focus on first. Additionally, there is much opportunity to influence the direction of the new Department of Child, Youth and Families that will begin services in the July of 2018.

Considerations for scale/expansion:

More Full-Day Model slots would require additional facilities needed since contractors cannot implement double sessions. Our state's supply of qualified work force would also need to be bolstered.

2. Workforce Development

Brief Explanation of Ratings (see user guide for more detail)

Policy in Place?

Yes all settings- This means that the policy is in place (i.e. state mandates or requires the standard or practice) for all applicable state pre-k programs for 3- and 4-year-olds, whether they are in school-based or private center-based settings. Refer to the policy in the “Description of the current policies” space.

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Implementation in the field?

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Weak- This means the requirement or standard is met in few programs (approximately 33% or less).

Don’t Know- This may be a temporary rating when the information is not available at the state level, until more information can be gathered from stakeholders. Or this may remain the rating, when even stakeholders in the field can’t report on the strength of implementation of the indicator with any confidence.

Notes for WA team:

Please rate the policies and implementation for ECEAP center and school based pre-k settings. Use the 2 columns to rate licensed and unlicensed ECEAP settings separately. Do not consider family child care in your ratings of the indicators. Rather describe the policies that apply to the family childcare setting related to the category (e.g. Group size/ratio, Curriculum, etc.) as well as the strength of implementation in the description sections below the rating tables. Column for licensed settings refers to ... Applicable policies include: Licensing regulations, ECEAP contract, QRIS standards. Column for exempt settings refers to contractors and sites that are not licensed child care. Applicable policies include: ECEAP contract.

Ratings and Description:

2.1. Leaders – 2.1.-1 Qualifications/capacity				
Indicators	Policy in place? Y all settings/ Y some settings/ N rec/ N		Implementation in the field Strong/ Mixed/ Weak/Don’t know	
	Licensed	Exempt	Licensed	Exempt
2.1.-1A The state requires each program to have identified instructional leader(s) responsible for and with adequate time to provide coherent instructional guidance, to support data use, and to effectively facilitate job-embedded professional learning to improve pre-k teaching and learning.	Y some settings	Y some settings	Mixed	Mixed
2.1.-1B All Instructional leaders are required to hold at least a Bachelor’s degree with the relevant certification/license/credential.	Y some settings	Y some settings	Mixed	Mixed

Description of current policies (reference to laws/regulations/policies or other evidence):

2.1.1A

Washington State requires school principals to meet principle standards-based benchmarks that can be found [here](#). These benchmarks are part of three levels of a career continuum that include residency, professional and career levels of accomplishment. One area of study/focus is around instructional leadership. So for the ECEAP site directors or ECEAP directors who are also school principals they could meet these standards or be on a pathway to meeting these.

Currently there are no requirements of an ECEAP director. This is an area of growth for DEL since we are currently not aware of ECEAP director education levels or of the endorsements or additional certifications that they may have attained during the course of their career. Site directors of licensed sites are required through licensing to have a CDA or 10-45 college credits in ECE. The number of college credits required is connected to the number of children that are served at a site.

ECEAP requires contractors to have access to a practice-based coach. The ECEAP requirements for practice-based coaching are below:

EARLY ACHIEVERS COACHES

The Contractor must provide, or have access to, a practice-based coach trained on the [Early Achievers Coach Framework](#), to:

- Support rating readiness and ongoing continuous quality improvement.
- Assist the Contractor in identifying goals and making quality improvement plans to achieve goals.
- Assist the Contractor in completing remedial activities within the identified timeline, when applicable.

2.1.1B

EARLY ACHIEVERS COACHES

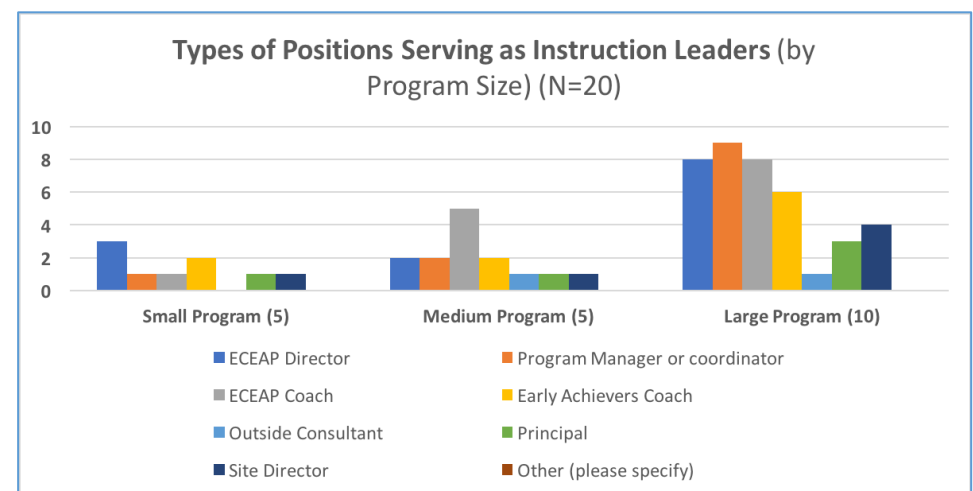
All persons serving in the role of coach must meet the following qualifications:

- Bachelor's degree in Early Childhood Education or related field or a bachelor's degree with the equivalent of 30 college quarter credits in early childhood education. These 30 credits may be included in the degree or in addition to the degree.
- A minimum of two years working with young children in a group setting and experience as an early learning coach, consultant, mentor or trainer.

If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person has an Associate's degree in Early Childhood Education or related field, and is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from date of hire. The Contractor must monitor progress on all PDPs and ensure the staff makes yearly progress to meet the required qualifications.

In addition, the University of Washington created a coach certificate program. It is in its first year of implementation. While some coaches who work for contractors are enrolled in this certificate program, it is not required.

In a May 2017 survey ECEAP directors (20 of 54 responded) were asked who provides instructional leadership in their programs. As shown in the chart, eight different types of positions serve as instructional leaders. The survey asked directors to check all applicable options concerning the types of positions that serve as their instructional leaders. All but one of the 20 directors checked multiple responses. Overall, more than half use ECEAP coaches (14), ECEAP directors (13), program managers or coordinators (12) and Early Achievers coaches (10) as instructional leaders. However, substantial numbers use principals (7) and ECEAP site directors (6) as well. Others noted early learning content specialists (2), a family support specialist (1) and efforts to strengthen peer support (1).



Since ECEAP provides comprehensive services there are roles related to these services that have certification and credentialing requirements. Although they are not called out as instructional leaders, they could be an instructional leader in their program. These roles influence ECEAP contractor decision making. Some serve as staff while others are consultants. The extent of their involvement in program management, determines the level of input they have on decision making. These qualifications for these positions include the following.

ECEAP Standard C-14 Health Consultant Qualifications

The health consultant must meet one of the following qualifications:

- Licensed in Washington State as a registered nurse (R.N.) or as a physician (M.D., N.D, D.O.); or
- A bachelor's or higher degree in public health, nursing, health education, health sciences, medicine, or related field.

ECEAP Standard C-18 Mental Health Consultant Qualifications

The mental health consultant must meet one of the following qualifications:

- Licensed by the Washington State Department of Health as a mental health counselor, marriage and family therapist, social worker, psychologist, psychiatrist, or psychiatric nurse; or
- Approved by the Washington State Department of Health as an agency-affiliated or certified counselor, with a master's degree in counseling, social work or related field; or
- Credentialed by the Washington State Office of the Superintendent of Public Instruction as a school counselor, social worker, or psychologist.

2.1. Leaders- 2.1.-2 Preparation		
Indicators	Policy in place? Y all settings/ Y some settings/ N	
State specifies evidence-based core competencies and/or standards of professional practice for instructional leaders	Licensed	Exempt
2.1.-2A State specifies evidence-based core competencies and/or standards of professional practice for instructional leaders over pre-k programs (including both center directors and school principals.)	Y some settings	Y some settings
Competencies or standards include: 2.1.-2B Instructional leadership	Y some settings	Y some settings
2.1.-2C Knowledge of early childhood development and early childhood pedagogy-	Y some settings	Y some settings
2.1.-2D Cultural competence, knowledge of dual language development and strategies that support the development of children who are dual language learners-	N	N
2.1.-2E Knowledge of strategies that support the learning and development of children with special needs in inclusive settings	N	N
Competencies or standards are: 2.1.-2F Differentiated for role as building leaders (i.e. principal, center director) and other instructional leaders (e.g. teacher leader, head teacher, master teacher, instructional coach, asst. director, education coordinator)	Y some settings	Y some settings
2.1.-2G Aligned to research-based national standards (e.g. ISLLIC, Teacher Leader Model Standards.)-	Y some settings	Y some settings
State licensure or credential standards for pre-k program directors and school principals 2.1.-2H Are aligned with the core competencies	Y some settings	Y some settings
2.1.-2I Include practicum experiences in early learning settings -	N	N

2.1.-2J	Require a competency-based assessment.-	N	N
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Description of current policies (reference to laws/regulations/policies or other evidence):

Although ECEAP does not specify standards for instructional leaders there are some pieces in place that are helping us to get there as described below.

2.1.-2A and B

Practice-based coaches are required to attend orientation training with CQEL staff. See information from the Childcare Quality and Early Learning (CQEL) website: CQEL developed the Early Achievers Coach Model by combining three Practice-Based Coaching Processes (shared goal setting, focused observation, feedback and reflection) with three Guiding Principles (Resilience, Cultural Competence, Parallel Process) to create a holistic coaching approach which supports adult learning, practice, and confidence. The Coach Model has been informed by research on effective coaching practices for early educators, best practices in the area of cultural competence, and research on the importance of resilience as an aspect of adult and child success in school and beyond. The Coach Support Team works with Early Achievers coaches across Washington State to provide initial training on the Coach Model, as well as ongoing development in the form of monthly webinars, individual consultation, intensive trainings, and internships. There are competencies and standards related to coaches in ECEAP so we listed this as true in some settings.

2.1.2C and 2.1.2D

Coaches are required to have 30 quarter college credits in ECE. So ECEAP requirements ensure that coaches meet this requirement. In the service delivery plan requirements ECEAP directors must ensure the following:

2.1.2F

Washington has competencies for a variety of professional roles in early learning, this includes ECE professionals, coaches, child and youth professionals, relationship based professionals and state-approved trainers. WA has not yet expanded on the competencies to define a subset for directors or administrators of early learning programs unless they are licensed which is noted above.

2.1.2. G, Yes, in the Core Competencies for Early Care and Education Professionals which can be found [here](#).

2.1.2H

As a state system, we do not have different competencies for school principals or preschool directors. We do align with core competencies, but this is a partially met item as there are no requirements for ECEAP directors. [On 4/5/2017 The Professional Education Standards Board voted to no longer require that principals complete the second-tier licensure system known as Professional Certification.](#)

2.1.2I

If staff completed stackable certificates or a program with field experience requirement they would meet this. If not, then this is not met for ECEAP staff.

2.1.2J

During the completion of the ECE Stackable Certificate or ECE state endorsements, competencies are assessed as a part of each course, there is not a cumulative assessment.

2.2. Teachers – 2.2.-1 Qualifications and Compensation Parity

Indicators	Policy in place? Y all settings/ Y some settings/ N rec/ N		Implementation in the field Strong/ Mixed/ Weak/Don't know	
	Licensed	Exempt	Licensed	Exempt
2.2.-1A State requires minimum teacher and assistant qualifications.	Y all settings	Y all settings	Strong	Strong
2.2.-1B Lead teacher in each classroom is required to have a Bachelor's Degree	N	N	Mixed	Mixed
2.2.-1C Lead teacher in each classroom is required to have specialization/ certification/ license/endorsement/credential in early childhood education (e.g., 0-5, 0-8, P-3 rd)	Y all settings	Y all settings	Strong	Strong
2.2.-1D State requires an assistant teacher in every classroom to have at least a CDA, an AA in early childhood, or equivalent state credential	Y all settings	Y all settings	Mixed	Mixed
2.2.-1E State requires compensation parity for pre-k teachers.	N	N	Weak	Weak
2.2.-1F State requires districts and private organizations to have salary schedule for state-funded pre-k teachers with bachelor's degrees that is similar to that for K-12 teachers in the community	N	N	Weak	Weak
2.2.-1G State requires districts and private organizations to provide benefits for state-funded pre-k teachers with bachelor's degrees that are similar to those for K-12 teachers in the community	N	N	Weak	Weak

Description of current policies (reference to laws/regulations/policies or other evidence):

2.2.1A

ECEAP Standard C-6 Lead Teacher Qualifications

All persons serving in the role of ECEAP lead teacher must meet one of the following qualifications:

- An associate or higher degree with the equivalent of 30 college quarter credits in early childhood education. These 30 credits may be included in the degree or in addition to the degree; or
- A valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K-Grade 3) or Early Childhood Special Education.

If a contractor hires a substitute lead teacher for more than three weeks, that substitute must meet ECEAP lead teacher requirements. If a qualified substitute is unavailable, contractors must begin the provisional hire Professional Development Plan process within three weeks of appointment (C-

ECEAP Standard C-8 Assistant Teacher Qualifications

All persons serving in the role of ECEAP assistant teacher must meet one of the following qualifications:

- Employment as an ECEAP assistant teacher in the same agency before July 1, 1999;
- The equivalent of 12 college quarter credits in early childhood education;
- Initial or higher Washington State Early Childhood Education Certificate; or
- A current Child Development Associate (CDA) credential awarded by the Council for Early Childhood Professional Recognition.

2.2.1B

Teacher qualifications listed above do not require a BA. Currently 284 teachers have Bachelors or higher degrees (51%). The next largest group is 225 teachers who hold AA degrees.

2.2.1C

ECEAP Standard C-6 Lead Teacher Qualifications All persons serving in the role of ECEAP lead teacher must meet one of the following qualifications:

- An associate or higher degree with the equivalent of 30 college quarter credits in early childhood education. These 30 credits may be included in the degree or in addition to the degree; or
- A valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K-Grade 3) or Early Childhood Special Education.

2.2.1D

ECEAP Standard C-8 Assistant Teacher Qualifications All persons serving in the role of ECEAP assistant teacher must meet one of the following qualifications:

- Employment as an ECEAP assistant teacher in the same agency before July 1, 1999;
- The equivalent of 12 college quarter credits in early childhood education;
- Initial or higher Washington State Early Childhood Education Certificate; or 2014 ECEAP Performance Standards - effective July 1, 2014 16
- A current Child Development Associate (CDA) credential awarded by the Council for Early Childhood Professional Recognition.

2.2.1E, Washington is working on a compensation strategic plan to being planning for further action steps on this topic. Although there are no current requirements, compensation data is gathered each year. 2016-17 data is shown below.

Staff Compensation:

This data is based on reported compensation from ECEAP Contractors in the 2016-17 contract year. DEL is in the process of updating its staff compensation summary which is required for contractors to complete every year. This will help us to collect more consistent information moving forward. The reported data below is the best available data available at this time, but it is not consistent across contractors.

Lead teachers: 259

- Average hourly rate: \$20.48
- Average salary: \$32,679.30
- Average mandatory benefits: \$7,203.13

Lead Teachers with a BA: 109

- Average hourly rate: \$21.03
- Average salary: \$34,378.00
- Average mandatory benefits: \$7,757. 4

We are including text from the Washington Compensation Paper created in July of 2017 to note the awareness of the problem in Washington State around compensation parity:

The Problem

Investing in high quality early childhood education (ECE) has proven to be one of the best investments we can make, yielding a 13% annual return on investment. However, that return on investment is only achieved when the care is high quality. Teacher quality and positive adult-children interactions are essential components of high-quality early learning, which leads to stronger child outcomes. Unfortunately, our society's support of ECE teachers does not reflect this urgency:

- Washington's child care teachers rank in the 3rd percentile of occupational wages² (below pet groomers)
- 39% of Washington's child care teachers rely on one or more sources of public income support programs and costs the state \$34.7 million²
- Washington's early learning teachers suffer from a 43% turnover rate, impacting continuity of care and child outcomes³
- Students who graduate with degrees in ECE have the lowest projected earnings of all college graduates⁴

ECE teachers who endure the stressors of living in poverty are more likely to experience toxic stress, depression, and chronic health issues. The instability and stress experienced by caregivers dealing with economic insecurity or poverty shapes their ability to provide enriching and nurturing environments for children⁵.

These problems are disproportionately felt in low income communities and communities of color; communities that are much more reliant on child cares subsidy through Working Connections Child Care (WCCC) and state-funded preschool offered by the Early Childhood Education and Assistance Program (ECEAP). ECEAP has been proven to improve child outcomes, but it has a long waiting list. WCCC's rates are much lower than the private rate, which drives down the quality of care that is offered throughout communities that are reliant on it. All of this contributes to lower wages, higher turnover, more anxiety, and less quality for our most vulnerable children. It is a big reason why the opportunity gap appears as early as 9 months old.

The Background

In 2015, Washington became a national leader in expanding high quality early learning for Washington's most vulnerable children by investing in its diverse system of early care and education experiences. The Early Start Act (ESA) sustained Washington's Quality Rating and Improvement System, Early Achievers, which defines quality care, supports programs with quality improvement awards and incentives, and holds them accountable to deliver on their commitment to providing high-quality care. All programs who support children on state subsidy must participate and be rated at quality.

Even with financial support and policies in place that require participation in Early Achievers, those supports do little to address the systemic problems created by low wages, high turnover, and other factors influencing the supply and retention of ECE teachers. Throughout the state Washington is experiencing an increase in demand for ECE educators. This includes: ECEAP entitlement, which requires Washington to serve all eligible children by 2022, requiring over 700 new ECE teachers to staff those classrooms; Washington's full-day kindergarten requirement has increased the demand of teachers with ECE endorsements; and the expansion of Head Start programs has further drained the pool. In order for programs to attract and retain qualified staff, programs will need to provide wages that are more comparable to K-12 teachers.

Starting in the summer of 2016, the National Governor's Association offered technical support for several states who wanted to develop plans to better support their ECE workforce. Under the leadership of Governor Jay Inslee and the Department of Early Learning a group of stakeholders has identified ECE teacher compensation as the primary barrier to workforce development, set forth a goal, and outlined first steps of a plan.

The Goal

Washington has qualified, diverse and competitively compensated educators across all early learning settings to help children reach their potential and to eliminate race and income as predictors of school readiness.

The Plan

- **Develop and implement a compensation strategic plan.** The newly formed Washington ECE Workforce Council will work with DEL to develop a long-term plan to address the issue of inadequate compensation. It is expected the strategic plan would reflect current data, creative funding streams, public feedback, and recognized best practices.
- **Design and release a public awareness campaign regarding compensation.** The campaign is intended to increase awareness regarding the harm caused by inadequate compensation in ECE, but also serve as a mechanism to solicit feedback from the ECE field in order to coalesce around a common understanding of ECE teacher compensation.
- **Identify and evaluate funding streams to improve compensation.** The state will consider our state's own experiences and research as well as information from other states regarding funding streams for early learning compensation. This includes wage initiatives, tax credits/breaks and scholarship models. Preliminary discussions with stakeholders to analyze existing resources within Washington have been held and are ongoing.
- **Document new learning grounded in research and data:** The project team has worked with the National Governor's Association, the Center for the Study of Child Care Employment, the National Academy of Medicine and other national leaders to better understand where the ECE field is nationally as compared to WA's ECE educators and the overall impacts on child development and workforce stability. Questions that are still outstanding include: What is the cost of quality? What is the disparity between the cost of providing high quality care where qualified teachers are fairly compensated, and the rates that are provided to programs? Is progress being made in recruiting and retaining a qualified, diverse, and competitively compensated workforce across all settings?

2.2 Teachers – 2.2.-2 Preparation		
Indicators		Policy in place? Y all settings/ Y some settings/ N
		Licensed Exempt
2.2.-2A	State has developed clear, research-based core competencies for pre-k teachers. These competencies include:	Y all settings Y all settings
2.2.-2B	Early childhood development and pedagogy specific to pre-k (adequate to teach the early learning and development standards)	Y all settings Y all settings
2.2.-2C	Knowledge of and strategies for assessment of learning and development of preschoolers	Y all settings Y all settings
2.2.-2D	Cultural competence, knowledge of dual language development and strategies that support the development of children who are dual language learners	Y all settings Y all settings
2.2.-2E	Knowledge of strategies that support the learning and development of children with special needs in inclusive settings.	Y all settings Y all settings
State licensure or credential standards for early childhood teachers (e.g., 0-5, 0-8, P-3 rd):		Y some settings Y some settings
2.2.-2F	Are aligned with core competencies	Y some settings Y some settings
2.2.-2G	Require student-teaching experiences and practicum experience with 3 and/or 4 year olds-	Y some settings Y some settings
2.2.-2H	Require a competency-based assessment-	Y some settings Y some settings

Description of current policies (reference to laws/regulations/policies or other evidence):

2.2.2A-2.2.2E, The Washington State Early Learning and Developmental guidelines are posted on the DEL website and can be found [here](#). While the Core Competencies for Early Care and Education Professionals which can be found [here](#). Contractors are responsible for ensuring the following requirements are met:

E-1 Early Childhood Education Service Delivery

Contractors must use an early learning framework to plan developmentally appropriate early childhood education. This framework informs the environment, daily routine, curriculum, adult-child interactions, guidance, screening and referral, assessment and individualization, and parent-teacher conferences.

2.2.-2F-H, Yes, due to stackable certificates and ECEAP education requirements. See ECEAP Standards C-6- Lead Teacher and C-7 Assistant Teacher.

2.2.2G, The range for student teaching can be outside of the age of 3-4 year olds. Depending on the completed qualification for the professional, a teacher with a K-8 teaching certificate may have completed a student teaching experience anywhere from birth through grade 8; it isn't a requirement for a teacher with teacher certification in K-8 to complete student teaching with the younger ages. When a teacher has an ECE degree, the field experience is birth through age 5.

2.2.2H, Course level assessments is yes across the board, but not for a cumulative assessment for non-certification

2.2. Teachers – 2.2.-3 Workforce Development Strategies

Indicators	Policy or Support in place? Y all settings/ Y some settings/ N		Implementation in the field Strong/ Mixed/ Weak/Don't know	
	Licensed	Exempt	Licensed	Exempt
2.2.-3A If degree and credential requirements specified above are not yet in place for teachers and teacher assistants and/or if implementation in the field is mixed or weak, State has put in place policies and resources that support current early childhood teachers (and assistants) to attain these degrees and ECE credentials (e.g., scholarships, cohort models, counselors).	Y some settings	Y some settings	Mixed	Mixed
State has programs, incentives and resources in place to support candidates seeking: 2.2.-3B Early childhood DLL (e.g. TEACH scholarships, cohort models, etc.)-	N	N	Weak	Weak
2.2.-3C Early childhood special education endorsements/credentials (e.g. TEACH scholarships, cohort models, etc.)	Y all settings	Y all settings	Mixed	Strong
2.2.-3D State has specific strategies for attracting, supporting and retaining diverse workforce	N	N	Weak	Weak

Description of current policies (reference to laws/regulations/policies or other evidence):

2.2.3A, Teachers and teacher assistants who work in Early Achievers programs have access to scholarship opportunities and Washington has certificate programs called the Stackable Certificates that support teachers to pursue a career pathway that is progressive and portable. The stackable certificate programs are available in three different languages and offered both online and in-person at all community and technical colleges in Washington. Current efforts are going towards increasing the guaranteed transfer of Associates degrees and BA and BAS programs in ECE around the state. We rated implementation as weak for this answer since some teachers and assistants access this while others do not. DEL's goal is to have more resources and supports available to teachers and assistant teachers than is currently available.

2.2.3B

For DLL, ECE coursework contains information about serving DLL, but there isn't a recognized DLL certificate/degree. There are incentives available through Early Achievers scholarships for completion of educational milestones. If an ECEAP teacher is certificated they can get an endorsement in English Language Learner or Bilingual.

2.2.3C

For Special Education endorsements, DEL provides education awards for completed ECE SpEd endorsements on a K-8 teaching certificate, scholarships are available for programs of study that may lead into this pathway.

2.2.3D

While we rate this area as weak, DEL is working with the Workforce Council to identify workforce need, and specific strategies. Current efforts include providing targeted scholarship funding to communities with diverse workforce needs. This has resulted in our higher education partners offering cohort learning opportunities in Spanish and Somali. Sometimes the majority of participants attending these cohort trainings are from Head Start or ECEAP communities.

Early Achievers Educational Scholarships are available for Early Achievers participants. (See summary [here](#).) We are starting to direct funds to areas with increased needs. In addition, DEL offers reimbursement for training taken from Washington state-approved trainers. Professionals who work in DEL-licensed or -certified child

care facilities and have confirmed or verified their employment record can access reimbursement through their MERIT professional record. (Information can be found [here](#).) Despite these efforts DEL is aware that more needs to be developed in this area to fully meet what is intended in this question.

2.3. Professional Development Providers - 2.3.-1 Qualifications (including trainers, coaches, and other PD providers for teachers and leaders) –				
Indicators			Policy in place? Y all settings/ Y some settings/ N	
			Licensed	Exempt
State specifies evidence-based core competencies or standards of professional practice for:			Y all settings	Y all settings
2.3.-1A	Trainers		Y all settings	Y all settings
2.3.-1B	Coaches		Y all settings	Y all settings
2.3.-1C	Other professional development providers		Y some settings	Y some settings
State has a credential(s)/certification(s)/system of recognition for:			Y all settings	Y all settings
2.3.-1D	Trainers		Y all settings	Y all settings
2.3.-1E	Coaches		Y some settings	Y some settings
2.3.-1F	Other professional development providers		N	N

Description of current policies (reference to laws/regulations/policies or other evidence):

2.3.-1A. State-Approved Trainers complete an application process with the state and adhere to the state’s trainer competencies, trainer assurances, professional development support documents such as the core competencies and early learning guidelines. All trainers are part of a quality assurance program that completes random observations to provide observation, feedback and professional development planning. Washington’s trainer competencies can be found [here](#).

2.3.1B. All Coaches refer to the Relationship Based Professional Development competencies. Early Achievers coaches are guided by the Early Achievers Coaching Framework can be found [here](#).

2.3-1C. See *Relationship-Based Professional Development Competencies* (see above) and *Professional Development Culturally Responsive Guidelines* (found [here](#)). For ECEAP there is a requirement for a Mental Health Consultant who must be licensed, agency affiliated, certified or credentialed. This means that they must have a minimum of a Master’s level education. As part of the licensing and credentialing processes they also have ongoing educational requirements every 2-3 years. Additionally, the Health Consultant role must be a licensed medical provider or have a related bachelor’s degree. There are also ongoing educational requirements if they are licensed. These are just two examples of roles that are required and that may not be designated in the role of trainer or coach. Other professional development providers must meet the training requirements in the MERIT system that trainer and coaches must meet.

2.3.- 1D. All individual who provide EL training in the state abide by the trainer approval process. The only time they vary from this is if they work for higher education Trainers must meet qualifications in education and experience as well as demonstrate competency to become a state-approved trainer, this is not provided as a credential, it is provided as an approval process for state-approved trainers. In Washington, trainers are approved by the Trainer Approval Board who provides recommendations to DEL. The link to the manual with applications and scoring rubrics can be found [here](#).

2.3-1E. Washington has a new coach certification through CQEL at the University of Washington, however, not all coaches participate. An overview of the coaching certificate is below:

- Studies have shown that top-quality instruction and caregiving from an early age can make a major difference in children's subsequent educational achievement and well-being. Highly trained early childhood and expanded learning opportunities coaches are a crucial part of this effort.

In this certificate program, we'll examine the guiding principles and key skills of practice-based coaching in early childhood, school age and youth settings. You'll deepen your understanding of foundational coaching practices that promote engaging interactions and positive behavior support through culturally responsive shared goals, action plans, focused observation, reflection and feedback. Help boost the quality of early childhood and after-school program instruction and care with proven strategies and techniques.

2.3-1F Other PD providers meet requirements (which is part of 2.31c). We have credentials under development for other areas, but they are not rolled out yet.

Threats to existing strong policies:

- Potential decrease in funding for scholarships and coaching.
- Time, capacity and funding are threats to implementing these policies. Over the years requirements have increased without an increase in administrative rates at the DEL office or in funding for slots per child. Without increased funding, contractors are unable to hire additional or simply retain staff to implement quality initiative work or sustain programming. This contributes to staff turnover and increased frustration on the part of ECEAP directors. As a result, this impacts DEL's ability to move the needle on quality around workforce strategies and facility expansion policies and needed structures, for example.
- There is a chicken and egg issue with low demand from students wanting to enter the field and insufficient space in higher education institutions to train early childhood professionals.
- Low compensation is a challenge for attracting people to the field and to retaining qualified staff.
- Educational requirements will threaten ability of some existing teachers to continue which will exacerbate the current teacher shortage as ECEAP expands.
- Impacts of requirements on the demographics of direct service staff in the field. Such as, with competency based assessments, if we want to have a qualified and diverse workforce who represent the racial and ethnic backgrounds of families served. How are we creating pathways for them to get there with quality requirements?

Challenges and opportunities to improve these policies:

Instructional Leadership

- The coach role fills a part of the instructional leadership role but not all of it. The role of providing overall organizational coherence/focus and facilitating the conditions for teachers to provide high quality instruction is beyond the scope of most coaches. This aspect of instructional leadership is more at the program management level, particularly those who are external to the individual program. A coach supports implementation of high quality instruction but doesn't set the conditions for it unless they are also a high level manager.
- At the state-level, Washington does not yet focus on competencies, roles and preparation for instructional leaders. This is an area of interest going forward. However, it will be a complex task since DEL will want to keep flexibility in requirements for contractors. It would also vary significantly based on contractor size.
- The ability to start from scratch and build a strong set of instructional leader competencies, roles, preparation pathways, and ways to make instructional leadership fit into our mixed delivery system will be a major opportunity and a major endeavor.

Teachers

- There are both challenges and opportunities with the possibility of moving to BA requirements for lead teachers. Challenges include a loss of teacher diversity and inadequate supply of qualified teachers. Opportunities include the possibility of increasing the effectiveness of the workforce. This could only work with

very intentional and robust pathways (with strong emphasis on cultural and linguistic responsiveness) and support for teachers to obtain degrees. The effectiveness of the BA teachers would also be dependent upon the extent to which BA programs are effectively preparing teachers.

- Moving to BA degrees would have major fiscal implications. It cannot be done within existing resources and securing slot rates for this could prove challenging.
- Compensation parity would go a long way toward attracting and retaining quality staff. This is an important issue for us to focus on. At the same time it has huge resource implications. It is likely to be difficult to make the case as it correlates to adults as opposed to just increasing the number of kids served.
- Requiring contractors to provide benefits poses opportunity in that it would improve quality via improving teacher well-being and retention but implementation seems challenging. Aside from overall fiscal implications (i.e. we have to pay for it) seems like it would hit differently sized contractors very differently.
- Item 2.2-3D “State has specific strategies for attracting, supporting and retaining a diverse workforce” seems like it may be an area for policy improvement.
- Threats to sustained opportunities for teachers when scholarship and other opportunities are not funded by the state legislature
- Early learning as a desirable field of work-implementing strategies around this. Subsidy system does not support long term economic growth of the field

Other

- Standards alignment and revised WAC will allow for increasing consistency across the professional development system, aligning best practice across programs

Challenges and opportunities to improve implementation:

- The Survey of ECEAP Directors showed that they are thinking about instructional leadership as all 20 named positions that serve as instructional leaders. All but one of the 20 directors who responded noted that multiple professionals serve as instructional leaders for their program suggesting that we will need to consider coordination among instructional leaders and guidance for professionals serving in multiple core roles, as well as ways to provide instructional leadership in family child care homes.
- Increased funding for more reflective professional development and scholarships, both of which are known to have stronger sustainable impacts on adult learning; alignment of system with coaching and training competencies Provide more scholarships and opportunities for students to access peer mentorship and coaching practices.

Considerations for scale/expansion:

- We will need to build the capacity/funding to hire and retain instructional leaders and qualified teaching staff.
- Washington is committed to a mixed delivery system, so we will need to consider approaches that work for an array of settings including, center based and family child care homes, schools and private preschool programs and contractors of varying sizes.
- Alignment of system with coaching and training competencies; increase professional development delivery with relationship based PD, continue to develop the diverse field that offers professional development and move forward with professional development progressions for both education and in-service training.

3. Teaching and Learning

Brief Explanation of Ratings (see user guide for more detail)

Policy in Place?

Yes all settings- This means that the policy is in place (i.e. state mandates or requires the standard or practice) for all applicable state pre-k programs for 3- and 4-year-olds, whether they are in school-based or private center-based settings. Refer to the policy in the “Description of the current policies” space.

Yes some settings- This means the policy is in place (i.e. state mandates or requires the standard or practice) for some pre-k programs. It may be for just school-based but not private center-based programs or vice versa. Explain in the “Description of the current policies” space.

No rec- This means the standard or practice is not required of programs by the state, but the state recommends or incentivizes it in some or all settings. Explain in the “Description of the current policies” space. Note: This rating is not applicable to every indicator and so will not appear in each drop down box as a choice.

No- This means the policy is not in place for state pre-k programs.

Implementation in the field?

Strong- This means the requirement or standard is met in a strong majority of programs (approximately 66% or higher).

Mixed- This means the requirement or standard is met in some programs but not a strong majority (approximately 33%-66%).

Weak- This means the requirement or standard is met in few programs (approximately 33% or less).

Don't Know- This may be a temporary rating when the information is not available at the state level, until more information can be gathered from stakeholders. Or this may remain the rating, when even stakeholders in the field can't report on the strength of implementation of the indicator with any confidence.

Notes for WA team:

Please rate the policies and implementation for ECEAP center and school based pre-k settings. Use the 2 columns to rate licensed and unlicensed ECEAP settings separately. Do not consider family child care in your ratings of the indicators. Rather describe the policies that apply to the family childcare setting related to the category (e.g. Group size/ratio, Curriculum, etc.) as well as the strength of implementation in the description sections below the rating tables. Column for licensed settings refers to ... Applicable policies include: Licensing regulations, ECEAP contract, QRIS standards. Column for unlicensed settings refers to ... Applicable policies include: ECEAP contract.

Ratings and Description:

3.6. Learning and Development Standards		
Indicators	Policy in place? Y all settings/ Y some settings /N	Implementation in the field Strong/ Mixed/ Weak/Don't know
	Licensed	Exempt
3.1.-1 State has developed comprehensive learning and development standards for pre-k.	Y all settings	Strong
3.1.-2 Learning and development standards include indicators unique to DLLs and guidelines incorporate considerations for dual language learners (DLLs) across all domains	N	Weak

Description of current policies (reference to laws/regulations/policies or other evidence):

3.1.1, See the Washington State Early Learning and Development Guidelines which can be found [here](#).

3.1.2

Washington State Early Learning and Development Guidelines provide overarching information around DLL and culture, but do not include guidelines. One example from the Early Learning Guidelines is below. As you can see they are ideas or suggestions.

1. About me and my family and culture

↓ Children may ...

Family and culture

- Take pride in own family composition and interest in others'. Understand that families are diverse.
- Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures.

Self concept

- Describe what he or she likes and is interested in.
- Choose activities to do alone or with others (such as puzzles, painting, etc.).

↓ Ideas to try with children ...

Family and culture

- Make sure information about the child's growth, development and social skills is shared between home and school.
- Show a friendly and respectful way of listening and responding to what your child says. Be the model you want the child to be.
- Continue to involve your child in family and cultural traditions, rituals, routines and activities.

Self concept

- Encourage your child in the things he or she tries, and to try new things.
- Invite your child to share thoughts and feelings about accomplishing a new task.

3.2. Curriculum					
Indicators		Policy in place?		Implementation in the field	
		Y all settings/ Y some settings /N rec/ N		Strong/ Mixed/ Weak/Don't know	
		nsed	mpt	nsed	mpt
3.2.-1	State requires that program implements a curriculum (or curricula).	Y all settings	Y all settings	Strong	Strong
Curriculum (or curricula) is required to be:		Y all settings	Y all settings	Strong	Strong
3.2.-2	Aligned with state learning standards for preschool				
3.2.-3	Grounded in research	Y all settings	Y all settings	Strong	Strong
3.2.-4	Proven (Has evidence of effectiveness)	Y all settings	Y all settings	Strong	Strong
3.2.-5	Culturally and linguistically responsive	Y all settings	Y all settings	Strong	Strong
3.2.-6	Supportive of individualized instruction for children with a range of abilities	N rec	N rec	Strong	Strong

Description of current policies (reference to laws/regulations/policies or other evidence):

ECEAP has a menu of two research-based curriculum options for contractors to select from: Creative Curriculum and High Scope. The percentage of programs using each curriculum is shown below. As of spring 2017, all contractors have access to a 6th edition Creative Curriculum kit or a current High Scope curriculum kit. In the 2017-18 school year DEL will implement the Alternative Curriculum process. The one to two contractors who select this option will need to use an approved research-based curriculum.

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52 (96.3%) contractors on list use Creative Curriculum		
this means of this number 341 (94.99%) sites are using this curricula		
1 out of 54 (1.85%) contractors uses HighScope - City of Seattle		
this means of this number 14 (3.9%) sites are using this curricula		
1 out of 54 (1.85%) contractors uses Tools of the Mind - Neighborhood House		
this means of this number, 4 (1.11%) sites are using this curricula		

3.2.1-3.2.5

CURRICULUM IMPLEMENTATION

The Contractor must use:

- A DEL approved comprehensive research-based curricula. DEL approved curricula are Creative Curriculum® and HighScope®.

If an ECEAP contractor wishes to use an alternative research-based curriculum they must:

- Complete DEL's Alternative Curriculum Approval Form.
- The Contractor must ensure:

Staff supporting teachers implementing Creative Curriculum® (such as ECEAP Early Achievers coaches, directors, coordinators and managers) must attend a Coaching to Fidelity training provided by CQEL staff

- The Contractor must ensure ECEAP lead teachers:
 - Participate in the DEL sponsored in-person curriculum training, if DEL provided a free Creative Curriculum® or HighScope® curriculum kit.

Complete a DEL determined digital curriculum resources training, formerly known as the GOLDplus® training, if DEL purchased this add-on feature in GOLD® by Teaching Strategies

Below is research information from Teaching Strategies:

- *Comparing Child Outcomes: Examining the Impact of The Creative Curriculum® for Preschool* ([PDF](#)) (see screen page 6 of 12)
 - *Study Results and Discussion Results indicated that children in classrooms where teachers used both The Creative Curriculum® for Preschool and Teaching Strategies GOLD® scored higher in Language, Cognitive, Literacy, and Mathematics than did children in classrooms where their teachers used a different curriculum along with Teaching Strategies GOLD®. These results were statistically significant ($p < .001$). Effect sizes were moderate (Cohen, 1988). These results agree with previous studies examining the effectiveness of The Creative Curriculum® for Preschool. The study extends the work of Durham and colleagues (Durham, 2013) by adding a comparison group who did not use The Creative Curriculum® for Preschool, thereby strengthening the findings and their inferences for practice.*
- *Linking Curriculum and Assessment: The Creative Curriculum® for Preschool and Teaching Strategies GOLD®* ([PDF](#)) (see screen page 6 of 8)
 - *Findings demonstrate that together, The Creative Curriculum® for Preschool and Teaching Strategies GOLD® are sensitive to children's growth and development and children have high learning outcomes for the areas of development and learning.*
 - *In recent years, many have lamented that inappropriate assessment practices have detrimentally impacted the quality and appropriateness of curriculum (Hatch & Benner, 2010; Rose & Rogers, 2012). In contrast, findings from this study imply that The Creative Curriculum® for Preschool*

and its linked assessment, Teaching Strategies GOLD® , can in fact effectively support the development and learning of children from diverse backgrounds, produce positive child outcomes, and provide growth for all children.

- *The Effect of Training and Ongoing Coaching on The Creative Curriculum® Implementation ([PDF](#)) (see screen page 11 of 13)*
 - *Findings from this study produce positive results for teachers implementing The Creative Curriculum® for Preschool, Sixth Edition for the 2015–2017 program years in this pilot. CLASS® scores indicate that teachers achieved highest growth in the Instructional Support domain by implementing The Creative Curriculum® for Preschool, Sixth Edition. Overall, teachers scored lower ratings in fall 2015 and achieved positive growth in both their CLASS® and fidelity scores by spring 2017. Baseline outcomes in the fall indicate that teachers require time to adapt to using new curriculum resources in their classrooms. By spring 2017, classroom scores and child outcomes suggest that teachers gained a deeper understanding of the implementation process. Child outcomes point to positive growth in all six areas of development and learning.*

ECEAP Standard E-4 Curriculum – Developmentally Appropriate and Culturally Relevant

Contractors must ensure a developmentally appropriate curriculum emphasizing:

- Active, play-based, multi-sensory learning experiences.
- First-hand exploration and investigation of real-life materials, people, and events.
- Choice, decision-making, and problem-solving.
- Topics and materials related to children’s emergent interests.
- Opportunities for children to direct their own learning, minimizing teacher-directed activities.

Contractors must ensure a culturally relevant curriculum that:

- Reflects the cultures of enrolled children.
- Supports ongoing development of each child's home language, while helping each child learn English.
- Includes and demonstrates respect for diverse family structures and cultures.
- Focuses on the daily life of families in the community, rather than only on holidays, celebrations, or people far away.

Contractors must not plan religious activities in the curriculum. This does not preclude children or families from sharing their traditions.

ECEAP Standard E-5 Curriculum Planning

Contractors must ensure that staff plan early learning experiences and maintain written curriculum plans which describe the activities for each class day.

These written plans must address the following areas of development and learning from the *Washington State Early Learning and Development Guidelines*: social-emotional development, physical development, language development, cognitive development including literacy and mathematics.

The planned curriculum must encompass:

- Each component of the daily routine.
- Children’s developmental and learning goals including Individualized Education Program (IEP).
- Information gained from child observation and assessment (E-11).
- Parent ideas for curriculum.

3.2.6

ECEAP has a no expulsion requirement for ECEAP contractors, so all are required to work to meet the individual needs of children. As a result, the implementation of this is strong across contractors. However, this is an area where we could strengthen our language. Below is the current No Expulsion language:

ECEAP Standard E-9 No Expulsion

Contractors may not expel ECEAP children for behavioral reasons. Contractors must write and implement a policy to address the needs of children with challenging behaviors and prohibit expulsion. The policy includes strategies appropriate to the community served and timeframes for implementation. These four topics must be addressed:

- Supporting classroom teachers.
- Planning to meet individual needs of child.
- Engaging community resources.
- Choosing an alternative schedule or setting.

Transitions to an alternative setting, planned jointly by staff and parents, are not considered expulsion. Short-term suspension must not be used as punishment, though receiving temporary services at home may be part of a child's behavioral support plan.

If contractors have implemented their usual strategies and the classroom is still unsafe or excessively disrupted, they are encouraged to contact the State ECEAP Office for technical assistance.

Below in italicized font is the proposed language which, when finalized, could be implemented in July of 2018. We have adopted language from this self-assessment into the second bullet:

The planned curriculum must encompass:

- *Each component of the daily routine.*
- *Supports for individualized instruction for children with a range of abilities.*
- *Children's developmental and learning goals including Individualized Education Plans (IEP).*
- *Information gained from child observation and assessment.*
- *Parent ideas for curriculum.*

3.3. Developmental Screening and Assessment					
Indicators		Policy in place? Y all settings/ Y some settings/ N rec/ N		Implementation in the field Strong/ Mixed/ Weak/Don't know	
		Licensed	Exempt	Licensed	Exempt
3.3.-1	State requires that every child is screened for developmental delays/disabilities.	Y all settings	Y all settings	Strong	Strong
	Developmental screening tool(s) is required to be:	Y all settings	Y all settings	Strong	Strong
3.3.-2	Comprehensive across developmental domains	Y all settings	Y all settings	Strong	Strong
3.3.-3	Valid, reliable, sensitive, specific	N	N	Strong	Strong
3.3.-4	State requires home language survey to identify dual language learners.	Y all settings	Y all settings	Strong	Strong
	Developmental screening process:	Y all settings	Y all settings	Mixed	Mixed
3.3.-5	Is conducted annually	Y all settings	Y all settings	Mixed	Mixed
3.3.-6	Is conducted in child's primary language	Y some settings	Y some settings	Mixed	Mixed
3.3.-7	Includes parent input	N	N	Weak	Weak
3.3.-8	Includes informing parents of results	Y all settings	Y all settings	Strong	Strong
3.3.-9	Includes referrals for further evaluation when indicated	Y all settings	Y all settings	Strong	Strong
3.3.-10	State ensures parents' and teachers' requests for evaluations of children's special needs are responded to and evaluations are completed within federal and state mandated time frames.	Y all settings	Y all settings	Strong	Strong
3.3.-11	For dual language learners, children's English language skills are assessed prior to placement.	N	N	Weak	Weak
3.3.-12	State requires program to implement system of periodic (3 or more times per year) developmental assessment.	Y all settings	Y all settings	Strong	Strong
	Child assessment tool(s) is required to be:	Y all settings	Y all settings	Strong	Strong
3.3.-13	Valid and reliable	Y all settings	Y all settings	Strong	Strong
3.3.-14	Inclusive of both cognitive and social-emotional learning and development domains	Y all settings	Y all settings	Strong	Strong
3.3.-15	Aligned with early learning and development standards	Y all settings	Y all settings	Strong	Strong
3.3.-16	Aligned with curriculum	Y all settings	Y all settings	Strong	Strong
	For dual language learners, state requires:	N	N	Weak	Weak
3.3.-17	The assessment of progress in home language development if home language is a language of instruction and/or if home language is language of the majority of students in the program				
3.3.-18	The assessment of progress in English language acquisition	N	N	Weak	Weak
	Child assessment results are required to be used to inform:	Y all	Y all	Strong	Strong

3.3. Developmental Screening and Assessment					
3.3.-19	Instruction		settings	settings	
3.3.-20	Professional learning and continuous improvement		Y all settings	Y all settings	Strong Strong

Description of current policies (reference to laws/regulations/policies or other evidence):

3.3.1-3.3.16

ECEAP Standard E-10 Screening and Referrals

Contractors must conduct developmental screenings to identify children who may need further evaluation. Screening must include speech/language, social-emotional, physical/motor, and cognitive development. Screening tools must be responsive and sensitive to the cultural and linguistic needs of each child and family and administered only with parent consent.

Contractors must document:

- Developmental screening of each child within 90 calendar days of the child's first day of class. (Please note that in the Standard revision work that is currently occurring this screening date is changing to 45 calendar days of the child's first day of class).
- Referrals for further assessment, if needed, based on screening, observation, and/or parent concerns.
- Follow up with parents to ensure that referred children receive needed developmental services.

If a child is identified as having special needs, contractors must work with the Local Education Agency (LEA) to develop an Individualized Education Program (IEP) that identifies and plans for needed services.

E-11 Observation, Assessment, and Individualization

Contractors must ensure teaching staff:

- Use Teaching Strategies GOLD® Online for their child assessment tool. Staff must enter and maintain accurate information in GOLD®.
 - Rate all objectives within the following areas of GOLD®: Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics three times each year, according to the schedule in the ECEAP Contract.
 - Complete the Home Language Survey on all ECEAP children, and assessing the child's English language acquisition, if indicated, using GOLD® objectives 37-38.
- Use observation and assessment information to plan individualized curriculum and guidance.

USE OF GOLD® BY TEACHING STRATEGIES

1.1. The Contractor must:

- Use GOLD® by Teaching Strategies for their child assessment tool in accordance with Exhibit E: ECEAP Performance Standards E-11.
- Participate in the ELMS to GOLD® data feed which loads ECEAP site, class, teacher and child data into GOLD® and archives exited ECEAP children automatically. This includes all ECEAP subcontractors.
- Analyze aggregate child assessment data to inform teaching practices, curricula, professional development, and program planning.

1.2. ECEAP lead teachers must:

- Enter objective observations notes for individual children throughout the school year.
- Rate all Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics objectives and finalize checkpoints by the checkpoint due dates in Exhibit D: Deliverables Calendar, for all children attending class for a minimum of two weeks prior to the checkpoint,
- By the same checkpoint due dates, complete the Home Language Survey for all ECEAP children and if indicated, assess their English language acquisition using GOLD® objectives 37-38.

- Complete in-person or online training to use GOLD[®] by Teaching Strategies within six months of hire.
- Obtain interrater reliability certification for GOLD[®] by Teaching Strategies within six months of hire and every three years thereafter.

ECEAP Standard E-12 Parent-Teacher Conferences

The teacher must meet with each child's parent(s) a minimum of three hours per school year. Conferences may occur in the home, school, or other location convenient to the parent. Conferences must be in person, except phone contact may be used on a limited basis if a parent is unable to meet face-to-face. During conferences, teachers:

- Learn about the family's culture and language.
- Discuss parent and teacher observations of child's development and progress.
- Share screening and assessment results.
- Obtain parent input for program and curriculum planning.
- Jointly plan goals for the child.

Below in italics is the proposed Standards language around parent-teacher conferences which, when finalized, could be implemented in July of 2018. These updated requirements now include more opportunities and directives for parent input. Additionally screening will need to be valid, reliable and sensitive.

During each conference, teachers partner with parents to:

- Learn about the child's family, culture, and language.*
- Hear parent's observations of their child's skills, interests, needs, and goals.*
- Gather parent's suggestions for class activities and ways their family culture can be included in the classroom and curriculum.*
- Agree on at least one educational or developmental goal for the child*
- Review and update goals set at earlier conferences.*

During conferences, teachers also share:

- Their observations of the child's skills, interests and development.*
- Screening results and assessment data.*
- The child's progress toward meeting their goal(s).*
- Information on school readiness.*

Teachers must document in ELMS:

- Date, location, and duration of each parent- teacher conference.*
- Topics covered in parent-teacher conferences.*
- Summary of discussions from each visit.*
- Follow-up plans and outcomes.*
- Follow-up contacts between parents and teachers outside of regular conferences.*

Contractors must conduct a developmental screening within 45 calendar days, counting children's first day attending class as day one. Exception: If a child received a development screening within six months prior to starting ECEAP, and the contractor obtains documentation of that screening, the contractor may use the existing screening.^[1]

The purpose of the developmental screening is to identify children who may need further evaluation or referral for special services.

The developmental screening tool must:

- a) Be valid and reliable*
- b) Be sensitive to the cultural and linguistic needs of enrolled children and families*
- c) Screen speech/language, social-emotional, physical/motor, and cognitive development.*

The developmental screening must be administered:

- a) With parent consent and collaboration*
- b) By qualified and trained staff*
- c) In a child's home language when possible by qualified bilingual staff, or through an interpreter together with qualified staff.*^[2]

After completing the screening, staff must score the tool. If any child scores as needing further evaluation, staff must:

- a) Refer the parent to the local education agency (LEA) for further evaluation*
- b) Ensure the child received the needed evaluations and any related services, while respecting parent choice*
- c) Partner with the LEA to ensure evaluation results meet federal and state timelines*^[3]

Description of implementation in the field/Explanation of ratings above:

Potential contractors describe their developmental screening tools and process in the Request for Application that they complete to be considered an ECEAP contractor. Once slots are awarded to a contractor development screenings and assessments are all monitored regularly throughout the year through desk monitoring completed by the ECEAP data team. Pre-K Specialist staff then follow-up monthly with contractors when meeting with them on monthly contractors calls to ensure follow-up and compliance is occurring. TSG is a valid and reliable tool. DEL selected TSG as the required assessment tool because it aligned with the Early Learning Standards. Almost all sites use Creative Curriculum so the assessment aligns with this curriculum and with High Scope.

Notes:

3.3.3 –DEL does not specify requirements for screening tools. However, we do know what screening tools contractors are using. We also monitor whether or not the child is at age level, the needed referral, if the referral occurred and the resolution of this referral. See visuals below.

Multi-domain screening tool used for all children:	ASQ - Ages and Stages Questionnaire	189 sites
	ASQ-SE - Ages and Stages Questionnaire - Social Emotional	102 sites
	Brigance Preschool Screen	8 sites
	CDC Milestone Checklist/Act Early	4 sites
	CIP - Comprehensive Identification Process	1 sites
	DDST - Denver Developmental Screening Test	5 sites
	DECA - Devereux	5 sites
	DIAL - Developmental Indicators for the Assessment of Learning, any edition of DIAL or Speed DIAL	112 sites
	ESI - Early Screening Inventory, any edition	91 sites
	FirstSTEP Preschool Screening Tool	1 sites
	LAP-D - Learning Accomplishment Profile-Diagnostic Screen	1 sites
	Not Specified	4 sites
	Other - Montessori Observation Tools	1 sites
	PPVT - Peabody Picture Vocabulary Test	9 sites

Original Screening Date	Rescreen Date	90 days since actual start at this contractor	Screened Within 90 days	Result	Referred	LEA Evaluation	Qualifies for Special Ed	Active IEP	IEP Start Date Most Recent	IEP End Date Most Recent	Disability Type
10/20/2016		12/11/2016	Yes	At age level	N/A	N/A	No	No			N/A
10/20/2016		12/11/2016	Yes	At age level	N/A	N/A	No	Yes	4/22/2016		Speech language impairment
10/20/2016		12/11/2016	Yes	At age level	N/A	N/A	No	No			N/A
10/20/2016	01/19/2017	12/11/2016	Yes	Refer for evaluation	1/19/2017	N/A	No	No			N/A
10/20/2016		12/11/2016	Yes	At age level	N/A	N/A	No	No			N/A
10/20/2016	01/19/2017	12/11/2016	Yes	Refer for evaluation	1/19/2017	N/A	No	No			N/A

3.3.5 Although contractors are not required to conduct annual developmental screenings, they are required to assess children three times per year using the TSG assessment. Through ongoing observations classroom teachers keep track to a child's development throughout the year. Assessment results are part of what teachers share with school district staff when they refer a child to be evaluated for a developmental delay.

3.3.12 Assessment checkpoint dues dates are November 15th, February 28th, May 30th and August 31st (if applicable)

3.3. Inclusion Policies

Indicators	Policy in place? Y all settings/ Y some settings/ N rec /N		Implementation in the field Strong/ Mixed/ Weak/Don't know	
	Licensed	Exempt	Licensed	Exempt
3.4.-1 State has policies that support, encourage, and/or require high quality inclusion of children with special needs	Y all settings	Y all settings	Strong	Strong
State has policies and procedures to require: 3.4.-2 Recruitment of children with special needs into the regular state pre-k program	Y all settings	Y all settings	Strong	Strong
3.4.-3 Enrollment of children with special needs in regular state pre-k classrooms	Y all settings	Y all settings	Strong	Strong
3.4.-4 Serving children with special needs in regular state pre-k classrooms in their natural proportion	N	N	Weak	Weak
3.4.-5 Special education and related services to be delivered in regular state preschool program classrooms (vs. pull out of classroom for special education services)	N	N	Mixed	Mixed
3.4.-6 State has a written vision and plan for early childhood inclusion across early childhood settings-	N	N	Weak	Weak
3.4.-7 State has set goals for expanding access to inclusive high-quality early learning opportunities and is tracking progress in reaching these goals	N	N	Weak	Weak
Specific resources and specialized supports (including technical assistance) are provided to programs to: 3.4.-8 Assist in developing effective inclusive early childhood classrooms	Y all settings	Y all settings	Strong	Strong
3.4.-9 Appropriately support the learning and development of young children with special needs.	Y all settings	Y all settings	Strong	Strong
3.4.-10 Financing policies encourage (and do not discourage) implementation of inclusive classrooms, including in private settings. Funds across multiple early childhood programs are typically used to support inclusion (e.g. IDEA funds with other early childhood funding streams).	N	N	Weak	Weak

Description of current policies (reference to laws/regulations/policies or other evidence):

3.4.1-3.4.4 ECEAP policies related to inclusion are below.

ECEAP Standard B-101 Eligibility for ECEAP Services

Children are eligible for ECEAP if they are at least three years old, but not yet five years old, by August 31 of the school year, and meet one of the following criteria:

- Returning to the same ECEAP Contractor from the previous school year.
- Qualified by their school district for special education services under RCW 28A.155.020. All children with a school district Individualized Education Program (IEP) meet this requirement.
- Receiving Child Protective Services under RCW 26.44.020(3) or Family Assessment Response Services under RCW 26.44.260
- From a family with income at or below 110% of the federal poverty guidelines established by the U. S. Department of Health and Human Services (<http://aspe.hhs.gov/poverty>).
- From a family with income that exceeds 110% of the federal poverty guideline and is impacted by specific developmental or environmental risk factors that are linked by research to school performance.

Children who are eligible for ECEAP are not automatically enrolled in ECEAP. They must still be prioritized. See ECEAP Standard B-108. Additionally, the six hour classroom models struggle to match school district special education services.

ECEAP Standard B-100 Child Recruitment

Contractors must focus their recruitment efforts to locate age-eligible children:

- Who are homeless.
- In the foster care system.
- In families receiving Child Protective Services under RCW 26.44.020(3) or Family Assessment Response services under RCW 26.44.260.
- With disabilities.

3.4.5, While this is not a requirement some districts around the state do provide special services to children in an ECEAP classroom. However, we do not currently have access to specific numbers around this topic.

3.4.6, The early learning standards align with the OPSI (K-12) standards

3.4.8-3.4.9

ECEAP Standard E-9 No Expulsion

Contractors may not expel ECEAP children for behavioral reasons. Contractors must write and implement a policy to address the needs of children with challenging behaviors and prohibit expulsion. The policy includes strategies appropriate to the community served and timeframes for implementation. These four topics must be addressed:

- Supporting classroom teachers.
- Planning to meet individual needs of child.
- Engaging community resources.
- Choosing an alternative schedule or setting.

Transitions to an alternative setting, planned jointly by staff and parents, are not considered expulsion. Short-term suspension must not be used as punishment, though receiving temporary services at home may be part of a child's behavioral support plan.

If contractors have implemented their usual strategies and the classroom is still unsafe or excessively disrupted, they are encouraged to contact the State ECEAP Office for technical assistance.

* In addition, the required role of a Mental Health Specialist supports classroom staff in individualizing for children and maintaining an inclusive classroom setting. See role requirements below.

ECEAP Standard C-17 Mental Health Consultant Role

Contractors must have access to a mental health consultant who is available to:

- Observe and/or screen children regarding behavior, emotional needs, and mental health.
- Work collaboratively with parents to address their child's mental health issues.
- Consult with staff regarding classroom support and interventions for children.
- Refer children and families to local mental health services.
- Consult with and train staff as needed on topics, such as:
 - Classroom environment, practices, and activities to promote social and emotional development.
 - Early identification of behavioral disorders, atypical behavior, and child abuse.

- Specific interventions to address identified behavioral and mental health needs.

ECEAP Standard C-18 Mental Health Consultant Qualifications

The mental health consultant must meet one of the following qualifications:

- Licensed by the Washington State Department of Health as a mental health counselor, marriage and family therapist, social worker, psychologist, psychiatrist, or psychiatric nurse; or
- Approved by the Washington State Department of Health as an agency-affiliated or certified counselor, with a master's degree in counseling, social work or related field; or
- Credentialed by the Washington State Office of the Superintendent of Public Instruction as a school counselor, social worker, or psychologist.

Free internships are offered to all coaches or other support staff with ECEAP contractors around supporting children with challenging behaviors in an inclusive environment. This two day internship happens through the Haring Center and is based on the Building Blocks curriculum. The intention of these training is to teach staff about how to successfully build and maintain inclusive services for all children. While this is optional, contractors have sent staff to this training over the last three years. Once staff have been trained they can consult with the Haring Center around specific issues that arise with children. Additionally, CQEL provides coach consultation around children with specific needs. This resource is available to all coaches and/or coordinator level staff. The numbers of contractors and staff who have participated in the internships each year is below:

- 2014-15
 - Number of contractors who participated 8
 - Number of coaches who attended training 11
- 2015-16
 - Number of contractors who participated 25
 - Number of coaches who attended training 53
- 2016-17
 - Number of contractors who participated 21
 - Number of coaches who attended training 43

A total 107 coaches have been trained over the past three years with 37 contractors (unduplicated count) sending staff. Some contractors sent coaches each year. 17 contractors have not sent a coach to an internship because of lack of space or they signed up staff and then cancelled their coach's participation. Space is limited for these internships and the demand is typically higher than capacity allows for. For the 2017-18 school year we will target the 17 remaining contractors and encourage attendance so that we can reach our goal of 100% of contractors attending this training and receiving these resources.

Note:

The OPSI Website includes the following information:

Placement Decisions and the Least Restrictive Environment (LRE)

Deciding Where Your Student's IEP Will Be Implemented

Placement decisions are made by your student's IEP team after the IEP has been developed. The term "placement" in special education does not necessarily mean the precise physical building or location where your student will be educated. Rather, your student's "placement" refers to the range or continuum of educational settings available in the district to implement her/his IEP and the overall amount of time s/he will spend in the general education setting.

One of the defining principles of special education law is that students with disabilities should be included in the general education program as much as possible and not excluded or educated separately. The law requires districts to provide special education services in the Least Restrictive Environment (LRE). The LRE is the educational setting that is closest to the general education classroom that still allows the student to access an appropriate education from which they can benefit.

The LRE is unique to your student's individual needs. Thus, the selection of an appropriate placement for your student must take into account the following four factors:

1. The content of your student's IEP;
2. The LRE requirements;
3. The likelihood that the placement option will provide a reasonably high probability of assisting your student to attain her/his annual goals; and
4. The consideration of any potentially harmful effects that the placement option might have on your student or on the quality of services that your student needs.

What is the range or continuum of placement options available for my student?

The continuum of placement options available includes, but is not limited to, general education classes, general education classes with support services and/or modifications, a combination of general education and special education classes, self-contained special education classes, placements outside of a school district, home instruction, and residential care or treatment facilities.

The district wants to send my student to a different school because the placement the IEP team is recommending is not offered at my neighborhood school. Can the district do this?

Is it ever possible to suggest placing my student in a more restrictive environment?

What can I do if I think my student's placement is not the LRE?

You can start by requesting an IEP team meeting to discuss the reasons why you believe the current placement is not the LRE or not the most appropriate setting for your student's IEP. If you are unable to resolve your differences with the district regarding your student's final placement decision, then you have the option of challenging the district's decision using one of the dispute resolution options available under special education law. Keep in mind, however, that if you are requesting that your student be placed in a private school or residential facility because you believe the district is unable to provide FAPE, then you must make that request through a due process hearing.

3.4.10

Most School District ECEAP contractors combine district Special Ed., ECEAP and sometimes Title I dollars to staff ECEAP classrooms with certificated staff, including certificated preschool special education teachers. Community based ECEAP programs do not have access to the same levels of additional funding and school districts do not have resources to place special education staff out at community preschool sites. ECEAP programs run solely on ECEAP funding do not have resources to hire certificated ECSE teachers. Contractors have expressed the need for support around cost allocating funding stream supporting a classroom.

3.4. Dual Language Learner Policies		
Indicators	Policy in place? Y all settings/ Y some settings/ N rec/ N	Implementation in the field Strong/ Mixed/ Weak/Don't know

	Licensed	Exempt	Licensed	Exempt
3.5.-1 State has policies that support, encourage, and/or require programs to provide Specialized supports for dual language learners.	N	N	Weak	Weak
3.5.-2 State has written vision and plan for supporting young children who are DLLs, including DLLs with disabilities and children in tribal communities residing in the state	N	N	Weak	Weak
Specific resources and specialized supports (including technical assistance) are provided to programs to ensure culturally and linguistically appropriate:	N	N	Weak	Weak
3.5.-3 Instructional strategies				
3.5.-4 Family engagement policies and practices	N	N	Mixed	Mixed
3.5.-5 State requires programs to engage in outreach, recruitment and enrollment strategies for families of children who are DLLs in manner that is accessible to families	N	N	Strong	Strong
3.5.-6 State requires programs to partner as appropriate with community organizations that may assist in reaching families of children who are DLLs	N	N	Weak	Weak

Description of current policies (reference to laws/regulations/policies or other evidence):

3.5.1-3.5.3

In the 2015-16 school year, 33% of children spoke a home language other than English. (The 2015-16 ECEAP Outcomes Report can be found [here](#).) DEL currently requires completing a home language survey and curriculum implementation as noted below. There are no additional requirements.

Contractors must ensure a culturally relevant curriculum that:

- Reflects the cultures of enrolled children.
- Supports ongoing development of each child's home language, while helping each child learn English.
- Includes and demonstrates respect for diverse family structures and cultures.
- Focuses on the daily life of families in the community, rather than only on holidays, celebrations, or people far away.

As part of the alignment process and updating of ECEAP Performance Standards below is some proposed language that we are considering adding to the future Performance Standards. Proposed language is also italicized.

Developmental screening

The purpose of the developmental screening is to identify children who may need further evaluation or referral for special services.

The developmental screening tool must:

- Be valid and reliable*
- Be sensitive to the cultural and linguistic needs of enrolled children and families*

The developmental screening must be administered:

- With parent consent and collaboration*
- By qualified and trained staff*
- In a child's home language when possible by qualified bilingual staff, or through an interpreter together with qualified staff.*^[1]

^[1] This list and the introductory paragraph are a combination of existing standards, aligning with Head Start Performance Standard 1302.33, and work with the Ounce Self-Assessment.

Ongoing Assessment

Contractors must use Teaching Strategies GOLD® Online to document assessment of child development and learning. For each ECEAP child, Contractors must:

- a) Finalize checkpoint ratings in GOLD® by the DEL due date.
- b) Rate children who have attended class for a minimum of two weeks prior to the checkpoint.
- c) Rate all objectives in the required areas of development and learning according to the DEL schedule of GOLD® checkpoints
- d) Consider observations from observers who speak the child's home language when possible.

Complete the Home Language Survey by the child's first checkpoint after enrollment and if indicated, assess the child's English language

Engaging ECEAP Families

Contractors must provide a variety of opportunities for family engagement throughout the year, including volunteering, personal network connections, parent education, and parent leadership development. These opportunities must include voluntary participation in classroom, site, community, family, committee, and leadership activities. Contractors must write a plan to encourage involvement from:

- a) Fathers or father figures
- b) Parents or guardians working full time
- c) Family members who are absent due to deployment, incarceration, or other reason
- d) Families whose primary or home language is not English
- e) Other underrepresented families ^[3]
- e) acquisition using objectives 37-38^[2]

3.5.4

Below are the current family support requirements

F-2 Family Support Principles

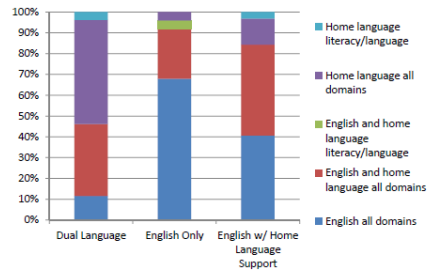
While providing family support services, staff must:

- Focus on parent and family strengths.
- Build relationships based on mutual respect and equality.
- Acknowledge parents as resources to themselves and others.
- Respect family beliefs, culture, language, and child rearing practices.

DEL gathered information concerning DLL practices and supports currently in place in ECEAP setting from the field. The slides below summarize some of the information collected. This information will help to determine potential training, policy, advocacy to fund this work to keep this at the top of priority lists.

Assessment Practices by Classroom Language Model

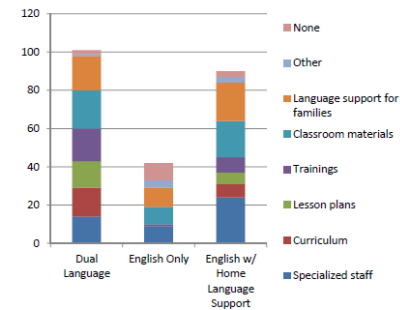
Language of assessment for DLLs



- Teachers in **Dual language** classrooms are much more likely to assess DLLs in their **home language** across all domains (50%)
- Teachers in **English only** classrooms are more likely to assess DLLs in English only across all domains (68%).
- Teachers in **English w/ home language** support classrooms are more likely to assess in **both English and home languages** (44%) or in English only across all domains (41%).

Instructional Practice by Classroom Language Model

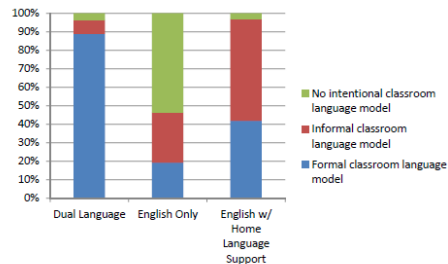
Specialized resources for DLL-related instructional practice



- Dual language classrooms and English w/ home language support are more likely than English only models to have a range of specialized resources.
- Specialized staff, classroom materials, and language supports for families are the most common instructional supports across all three models.

Instructional Practice by Classroom Language Model

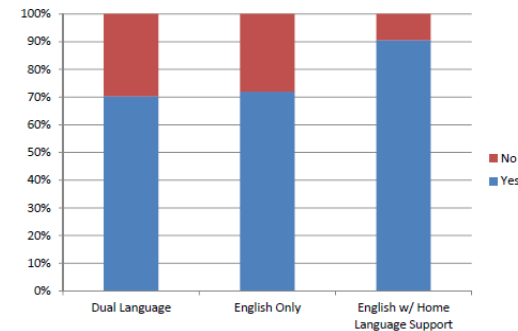
Intentionality of language instruction



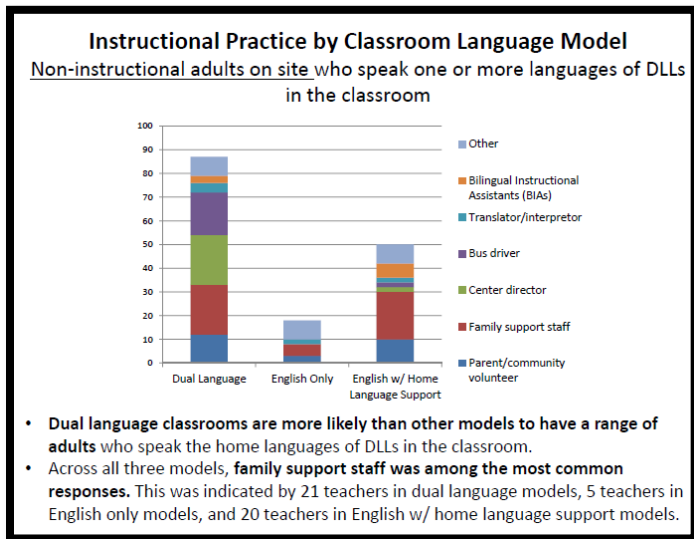
- Teachers in **dual language** classrooms are more likely to use a **formal approach** to language instruction for DLLs that is clear, consistent, and planned (89%).
- Teachers in **English only** classrooms are more likely to be **unintentional** with regard to language instruction for DLLs (54%).
- Teachers in **English w/ home language** support classrooms are more likely to use an **informal approach** to language instruction for DLLs that may change from time to time (55%).

Professional Development by Classroom Language Model

Interest in further specialized DLL training/ PD



- A majority of teachers across all three classroom language models have interest in receiving further DLL-related training and professional development (Dual Language = 70%, English only = 72%, English w/ home language = 91%)



Analysis:

Threats to existing strong policies: NA

Challenges and opportunities to improve these policies:

- For DLL program implementation, access to professional development on strategies and models will be needed; not all regions have access to high quality PD in this topic area.
- Developmental screens for DLLs- Do we/ should we assess home language and English language skills prior to placement, or at the beginning of the year? If so, more professional development and resources for staff to be able to assess children in their home language.
- Seems like developing policy and supports related to assessment of progress in home language is an area of opportunity for us as well as assessment of English language acquisition.
- Seems like developing more robust DLL policies is an opportunity for us to serve DLL children better. Hoping we will dig into this area.

Challenges and opportunities to improve implementation:

- There is an opportunity to explore/research effective DLL models around the state and other areas of the country with similar DLL populations.
- Is there an opportunity to improve consistency of application of developmental screens in child's primary language? What is barrier here? Is it a lack of clear policy or a lack of program capacity?

Considerations for scale/expansion:

- We will need more experts on good models for DLL, training models for instructional leaders and PR actioners, as well as DLL assessment and DLL alignment to Kindergarten.
- Supply of dual language teachers and/or other ways to facilitate dual language learning supports
- Support/TA from state for contractors to implement DL support policies
- More research around aligning kindergarten readiness assessments (how ready is ready for a child who is an English language learner)

4. Continuous Quality Improvement

Brief Explanation of Ratings (see user guide for more detail)

Policy/Support in place?

Yes all settings- This means that the CQI policy or support is in place (i.e. state provides it directly, funds others to provide it, or requires local programs to provide it themselves) for all applicable state pre-k programs for 3- and 4- year-olds, whether they are in school-based or private center-based settings.

Yes some settings- This means the CQI policy or support is in place (i.e. state provides it directly, funds others to provide it, or requires local programs to provide it themselves) for some pre-k programs. It may be for just school-based but not private center-based programs or vice versa. Explain in the “Description of” space.

No rec- This means the state does not provide the support, or fund other organizations to provide it, but the state recommends or incentivizes local districts or pre-k programs to provide the CQI policy or support for their own sites, classrooms, or staff in some or all settings. Explain in the “Description of ...” space. Note: this rating is not applicable to all indicators and so will not appear in each drop down box as a choice.

No- This means the policy or support is not in place for state pre-k programs.

Implementation in the field?

Strong- This means the support is provided in a strong majority of programs (approximately 66% or higher).

Mixed- This means the support is provided in some programs but not a strong majority (approximately 33%-66%).

Weak- This means the support is provided in few programs (approximately 33% or less).

Don’t Know- This may be a temporary rating when the information is not available at the state level, until more information can be gathered from stakeholders. Or this may remain the rating, when even stakeholders in the field can’t report on the strength of implementation of the indicator with any confidence.

Notes for WA team:

Please rate the policies and implementation for ECEAP center and school based pre-k settings. Use the 2 columns to rate licensed and unlicensed ECEAP settings separately. Do not consider family child care in your ratings of the indicators. Rather describe the policies that apply to the family childcare setting related to the category (e.g. Group size/ratio, Curriculum, etc.) as well as the strength of implementation in the description sections below the rating tables. Column for licensed settings refers to ... Applicable policies include: Licensing regulations, ECEAP contract, QRIS standards. Column for unlicensed settings refers to ... Applicable policies include: ECEAP contract.

Ratings and Description:

4.1. Guidance for Implementation				
Indicators	Materials developed and disseminated? Yes/No		Technical Assistance provided? Y all settings/ Y some settings/ No	
	Licensed	Exempt	Licensed	Exempt
4.1.-1 Guidance materials to support policy, program, and best practice implementation have been developed, widely disseminated, and are easily accessible.	Y	Y		
4.1.-2 State funds or provides technical assistance (TA) to teachers and leaders on policy,			Y all	Y all

4.1. Guidance for Implementation				
Indicators		Materials developed and disseminated? Yes/No		Technical Assistance provided? Y all settings/ Y some settings/ No
program, and best practice implementation				settings settings
Materials include definitions of/guidance on and technical assistance addresses:		Y	Y	Y some settings Y some settings
4.1.-3	High quality teaching			
4.1.-4	Implementation of the early learning and development standards	N	N	Y some settings Y some settings
4.1.-5	Curriculum	Y	Y	Y all settings Y all settings
4.1.-6	Developmental screening and assessment	Y	Y	Y all settings Y all settings
4.1.-7	Support of children with special needs in inclusive environments (see page 13 for TA)	N	N	
4.1.-8	Support of dual language learners (see page 14 for TA)	N	N	
4.1.-9	Family engagement	Y	Y	Y some settings Y some settings
4.1.-10	Instructional leadership	Y	Y	Y some settings Y some settings
4.1.-11	Continuous improvement processes	Y	Y	Y all settings Y all settings
4.1.-12	Program quality assessment	Y	Y	Y all settings Y all settings
4.1.-13	Data system and use	Y	Y	Y all settings Y all settings
4.1.-14	Job-embedded professional learning	N	N	Y some settings Y some settings

Description of/ reference to current guidance:

4.1.1 and 4.1.2

ECEAP maintains a webpage on the Department of Early Learning (DEL) website. On the contractor's page (found [here](#)), DEL provides a variety of materials and guidance to help contractors meet requirements. Examples of the guidance provided are below.

- Background check requirements
- Professional development qualifications
- Use of Teaching Strategies GOLD (TSG)
- Fiscal Resources
- Early Learning Management (ELMS) resources
 - ELMS is where documentation of enrollment and eligibility and some health, education and family support requirements is captured.
- Our state QRIS system requirements, which we call Early Achievers

- Director webinars
- Coaching supports

The main point of contact for all ECEAP directors is an ECEAP Pre-K Specialist (PKS). They hold monthly calls with all ECEAP directors. In these scheduled calls, the PKS provides technical assistance on questions that a director may have, or on a topic, where monitoring indicates there is a need state-wide for guidance to increase compliance.

Additional guidance materials are provided in trainings that DEL offers on topics including:

- TSG
- Creative Curriculum
- Families Moving Forward Parent Education
- Enrollment and Eligibility
- ELMS Administration
- Mobility Mentoring-currently for 19 contractors participating in the pilot. All contractors will have lead staff trained in March of 2019 with all direct service staff trained in the fall of 2019.

4.1.3

High quality teaching supports are made available to coaches through the Childcare Quality and Early Learning (CQEL). Coaches can access resources on the CQEL website which is linked [here](#) and through participation in the Coaching Companion. High quality teaching resources are linked to research, CLASS and ERS supports and strategies. These training supports are optional and not required. However, coaches are required to attend an introduction training in relationship-based coaching from CQEL and to attend monthly webinars through the DEL. Coaches ask questions during this webinar and monthly topics address high quality teaching. There are also coaching resources on the ECEAP contractor page which can be found [here](#).

All ECEAP contractors are required to have access to an Early Achievers coach, to use GOLD® and to participate in curriculum training.

2. USE OF GOLD® BY TEACHING STRATEGIES

2.1. The Contractor must:

- Use GOLD® by Teaching Strategies for their child assessment tool in accordance with Exhibit E: ECEAP Performance Standards E-11.
- Participate in the ELMS to GOLD® data feed which loads ECEAP site, class, teacher and child data into GOLD® and archives exited ECEAP children automatically. This includes all ECEAP subcontractors.
- Analyze aggregate child assessment data to inform teaching practices, curricula, professional development, and program planning.

2.2. ECEAP lead teachers must:

- Enter objective observations notes for individual children throughout the school year.
- Rate all Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics objectives and finalize checkpoints by the checkpoint due dates in Exhibit D: Deliverables Calendar, for all children attending class for a minimum of two weeks prior to the checkpoint,
- By the same checkpoint due dates, complete the Home Language Survey for all ECEAP children and if indicated, assess their English language acquisition using GOLD® objectives 37-38.
- Complete in-person or online training to use GOLD® by Teaching Strategies within six months of hire.
- Obtain interrater reliability certification for GOLD® by Teaching Strategies within six months of hire and every three years thereafter.

3. USE OF GOLD® BY TEACHING STRATEGIES

3.1. The Contractor must:

- Use GOLD® by Teaching Strategies for their child assessment tool in accordance with Exhibit E: ECEAP Performance Standards E-11.

- Participate in the ELMS to GOLD[®] data feed which loads ECEAP site, class, teacher and child data into GOLD[®] and archives exited ECEAP children automatically. This includes all ECEAP subcontractors.
 - Analyze aggregate child assessment data to inform teaching practices, curricula, professional development, and program planning.
- 3.2. ECEAP lead teachers must:
- Enter objective observations notes for individual children throughout the school year.
 - Rate all Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics objectives and finalize checkpoints by the checkpoint due dates in Exhibit D: Deliverables Calendar, for all children attending class for a minimum of two weeks prior to the checkpoint,
 - By the same checkpoint due dates, complete the Home Language Survey for all ECEAP children and if indicated, assess their English language acquisition using GOLD[®] objectives 37-38.
 - Complete in-person or online training to use GOLD[®] by Teaching Strategies within six months of hire.
 - Obtain interrater reliability certification for GOLD[®] by Teaching Strategies within six months of hire and every three years thereafter.

4. CURRICULUM IMPLEMENTATION

The Contractor must ensure ECEAP lead teachers:

- 4.1. Participate in the DEL sponsored in-person curriculum training, if DEL provided a free Creative Curriculum[®] or HighScope[®] curriculum kit.
- 4.2. Complete a DEL determined GOLDplus[®] training if DEL purchased this add-on feature in GOLD[®] by Teaching Strategies.

4.1.4

DEL ECEAP does not currently provide formal support to contractor staff on the implementation of early learning standards. The survey sent to contractor directors showed that while some contractors are providing training on the early learning standards that it is a smaller number of contractors who are training staff on the these standards. The newly proposed WAC standards will include content on supporting business practices and leadership. The development of this curriculum will support ECEAP teachers and all early learning workforce to have access to training on these topics. Below the ECEAP NIEER rating for the state's early learning and development standards. These standards are integrated into the state's Early Achiever's Quality Rating System and is part of the required level 2 training.

QUALITY STANDARDS CHECKLIST

POLICY	WA PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>

4.1.5

Approved research-based curriculum are Creative Curriculum and High Scope. Curriculum and in-person training are provided by CQEL staff for each of the curriculum as needed. In addition, Coaching to Fidelity training is also provided for coaches' education managers for Creative Curriculum while fidelity is woven into the High Scope training. An alternative curriculum process will be implemented in the fall of 2017. This will require contractors who are not using one of the approved curriculum above to share the research-based curriculum they propose to use, training they will provide on the curriculum and what fidelity practices they will implement. The contract states:

CURRICULUM IMPLEMENTATION

The Contractor must ensure ECEAP lead teachers:

- 4.2.1. Participate in the DEL sponsored in-person curriculum training, if DEL provided a free Creative Curriculum[®] or HighScope[®] curriculum kit.
- 4.2.2. Complete a DEL determined GOLDplus[®] training if DEL purchased this add-on feature in GOLD[®] by Teaching Strategies.

As of 2017 DEL ensured that all contractors have access to either High Scope or Creative Curriculum. So the requirement above applies to all ECEAP contractors unless they will be requesting to use an alternative curriculum. At this point it appears that one contractor will request to use an alternative curriculum at all 4 ECEAP sites while another contractor will request this for 1 site.

4.1.6

All contractors are required to use Teaching Strategies GOLD (TSG). See requirements below. DEL provides TSG training to all teachers multiple times per year at a variety of locations around the state. DEL asks contractors to complete surveys and ask follow-up questions around the need for training on an annual basis.

USE OF GOLD[®] BY TEACHING STRATEGIES

The Contractor must:

- Use GOLD[®] by Teaching Strategies for their child assessment tool in accordance with Exhibit E: ECEAP Performance Standards E-11.
- Participate in the ELMS to GOLD[®] data feed which loads ECEAP site, class, teacher and child data into GOLD[®] and archives exited ECEAP children automatically. This includes all ECEAP subcontractors.
- Analyze aggregate child assessment data to inform teaching practices, curricula, professional development, and program planning.

ECEAP lead teachers must:

- Enter objective observations notes for individual children throughout the school year.
- Rate all Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics objectives and finalize checkpoints by the checkpoint due dates in Exhibit D: Deliverables Calendar, for all children attending class for a minimum of two weeks prior to the checkpoint,
- By the same checkpoint due dates, complete the Home Language Survey for all ECEAP children and if indicated, assess their English language acquisition using GOLD[®] objectives 37-38.
- Complete in-person or online training to use GOLD[®] by Teaching Strategies within six months of hire.
- Obtain interrater reliability certification for GOLD[®] by Teaching Strategies within six months of hire and every three years thereafter.

4.1.7

Contractors are required to provide materials for children of varying abilities and there is a no expulsion policy (see previous example above) and IEP goal requirements. For Extended Day Model (full-year) programming, special education services are not available during the summer months. However, the ECEAP expectation is that teachers will continue with the current IEP goals throughout the summer months if a child is enrolled in the Extended-Day model.

4.1.8

Contractors must ensure a culturally relevant curriculum that:

- Reflects the cultures of enrolled children.
- Supports ongoing development of each child's home language, while helping each child learn English.
- Includes and demonstrates respect for diverse family structures and cultures.
- Focuses on the daily life of families in the community, rather than only on holidays, celebrations, or people far away.

ECEAP Standard E-10 Screening and Referrals

Contractors must conduct developmental screenings to identify children who may need further evaluation. Screening must include speech/language, social-emotional, physical/motor, and cognitive development. Screening tools must be responsive and sensitive to the cultural and linguistic needs of each child and family and administered only with parent consent.

4.1.9

DEL is in year two of implementation of the research-based Mobility Mentoring model. 19 contractors participated throughout the state. During 2016-17 DEL collected family goals for 2,585 families. These families set 3,203 goals and of those set goals 1,583 goals were met by families. For the 2017-18 school year DEL anticipates an increase in the number of sites implementing this approach as many of the 19 contractor participating in this work will expand this approach to more or all of their sites. In the spring of 2018, all contractors will receive training in the Mobility Mentoring approach and will be required to implement the Mobility Mentoring approach with all families starting in the fall of 2018.

Current related ECEAP requirements are below. Contractors receive monthly ongoing TA on topics. This can include support around family support if needed.

ECEAP Standard F-1 Family Support Services

Contractors must provide a minimum of three hours of family support contact per year with each child's parent. Most family support contact must occur face-to-face in the home, school, or other location convenient to the parent. Phone contact may be used when a parent is unable to meet face-to-face or for brief follow-up. Family support contact must start as early in the service year as possible. During family support contact, staff works in partnership with individual families to:

- Assess family strengths and needs.
- Set family goals.
- Assist families in accessing community resources.
- Follow up on progress toward goals.
- Coordinate transitions between ECEAP and home, childcare, and kindergarten.

Staff must maintain written documentation of these discussions, as well as hours of contact.

Each staff person providing family support services may serve no more than 40 families concurrently. Fewer families per staff may be necessary to fully implement ECEAP Performance Standards. The number of families served must be adjusted proportionately when these staff:

- Work less than 35 hours per week.
- Are assigned roles and duties in addition to family support.
 - Provide more intensive services based on family needs.
 - Travel extensively to meet with families.

ECEAP Standard F-2 Family Support Principles

While providing family support services, staff must:

- Focus on parent and family strengths.
- Build relationships based on mutual respect and equality.
- Acknowledge parents as resources to themselves and others.
- Respect family beliefs, culture, language, and child rearing practices.

4.1.10

Instructional Leadership materials are provided to coaches across the state from DEL and CCA of WA. However, the state does not provide instructional leadership materials to other job roles beyond that of coach. DEL staff provide monthly technical assistance to contractors on a variety of issues and if a contractor needs support around instructional leadership related to coaching the DEL staff will provide that. Coaches also receive monthly technical assistance through webinars that are provided through a DEL and Cultivate Learning (UW) partnership.

4.1.11 and 4.1.12

ECEAP Standard A-1 Continuous Improvement System

Contractors must have a continuous quality improvement (CQI) system which ensures compliance with ECEAP Performance Standards. At the contractor level, directors complete the CQI process through the annual required self-assessment process. In this process they review the contract and Performance Standard requirements for ECEAP. Self-Assessment requirements are below:

A-8 Self-Assessment of ECEAP Compliance

Contractors must include ECEAP staff and parents in an annual assessment of compliance with ECEAP Performance Standards, using the ECEAP Self-Assessment form. Contractors must submit this self-assessment to the State ECEAP Office by June 30 of each year. There are multiple pieces of information contractors can access on the DEL website about Early Achiever rating readiness which is linked here. There are also resources highlighted on the contractor's page. Please see attached sample of assessment completed by contractors.

In addition, contractors are required to participate in Early Achievers which includes data collection in ERS and CLASS. Coaches are required to support classroom staff in rating readiness and provide input into program planning that will help to increase Early Achiever scores and maintain or improve quality. Please see specific requirements highlighted below:

10. EARLY ACHIEVERS PARTICIPATION

The Contractor must:

- Ensure that all sites actively participate in Early Achievers and comply with the Early Achievers Participant Operating Guidelines that is available on the DEL website at <http://www.del.wa.gov/care/gris/participants.aspx>.
 - 10..1. Participate in Early Achievers on-site evaluation through the University of Washington, upon request.
- Assign a primary contact and facility/site designee for Early Achievers at each site.
- Use the Classroom Assessment Scoring System (CLASS) and Environment Rating Scale (ERS) assessments to improve curriculum, learning environments and adult-child interactions.
- Ensure each ECEAP site without a child care license rates a Level 4 or 5 in Early Achievers within 12 months of enrollment in Early Achievers.
- Ensure each ECEAP site with a child care license rates a Level 4 or 5 within 18 months of starting ECEAP class for the first time at the site.
- Ensure that sites rated Level 2 or 3 comply with the Early Achievers Remedial Activities Policy.
- Ensure ECEAP classrooms within Licensed Pathway sites meet the minimum Early Achievers thresholds in CLASS and ERS.
- Sites not rated Level 4 or 5 after completion of the remedial activity period will not be funded for ECEAP in the following state fiscal year with the exception of:
 - 10..1. Sites rated Level 3 where all ECEAP classrooms were certified in state fiscal year 2016.
 - 10..2. Hybrid project participants.
- Support sites with coaching and resources to attain or maintain a Level 4 or 5 rating.
- Identify an ECEAP staff representative to participate in regional Relationship-Based Professional Development (RBPDP) meetings convened by local CCA offices to build a seamless system and increase coordination of relationship-based professionals serving in the same region.

11. EARLY ACHIEVERS COACHES

- The Contractor must provide, or have access to, a practice-based coach trained on the [Early Achievers Coach Framework](#), to:
 - 11..1. Support rating readiness and ongoing continuous quality improvement.
 - 11..2. Assist the Contractor in identifying goals and making quality improvement plans to achieve goals.
 - 11..3. Assist the Contractor in completing remedial activities within the identified timeline, when applicable.

In addition, the DEL ECEAP team provides full on-site monitoring visits to contractors every four years. One of the attached documents is the contractors guide to these on-site visits. This shows the depth and detail of what the ECEAP team looks at and the support that is provided when an action plan is developed.

Proposed potential language for the updated Standards is below in italics:

Continuous Quality Improvement System

Contractors must have a continuous quality improvement system to ensure compliance with all ECEAP requirements. This system must apply to direct services and to subcontractors.^[1] It must:

- *Include monitoring at the class, site, subcontractor (if applicable), and contractor levels on a defined schedule.*
- *Inform training and technical assistance delivered to staff at all levels.*
- *Inform ongoing coaching supports.*
- *Inform ECEAP program planning.*
- *Include instructional leadership supports to drive improvement^[2]*

Contractors must maintain documentation of:

- *Data gathered during monitoring.*
- *Follow-up on out-of-compliance issues.*
- *Quality improvement activities.*

4.1.13, Multiple resources are available to contractor staff on the contractor’s page under the Early Learning Management ([ELMS](#)) heading. ELMS data entry requirements are built into the contract which are copied below. Please see the attached deliverables calendar for the specific data entry requirements

EARLY LEARNING MANAGEMENT SYSTEM (ELMS)

- The Contractor must enter and maintain accurate data in ELMS. This includes ensuring all data is entered in ELMS according to Exhibit D: Deliverables Calendar and the ELMS ECEAP Data Entry-Minimum Requirements document which is linked from the ELMS News page.
- The Contractor must obtain written permission from parents before requesting that DEL transfer ELMS records from another Contractor, keep a copy, and document this permission in ELMS.
- DEL provides extracts of certain data from GOLD® by Teaching Strategies and ELMS to the P20W data warehouse managed by the Washington State Education Research and Data Center for the purpose of longitudinal analysis. This data includes fall and spring Teaching Strategies GOLD® Online check points, child names and birthdates, duration of ECEAP services, and demographic information including federal poverty level. It does not include family risk factors, parent-teacher conference notes or family support notes. This data is matched with K-12 and workforce data and de-identified so researchers will not be able to identify individual children.

4.1.14

JEPL is not an ECEAP requirement, however a number of contractors do provide JEPL. In a survey of directors and teachers, ECEAP learned the following.

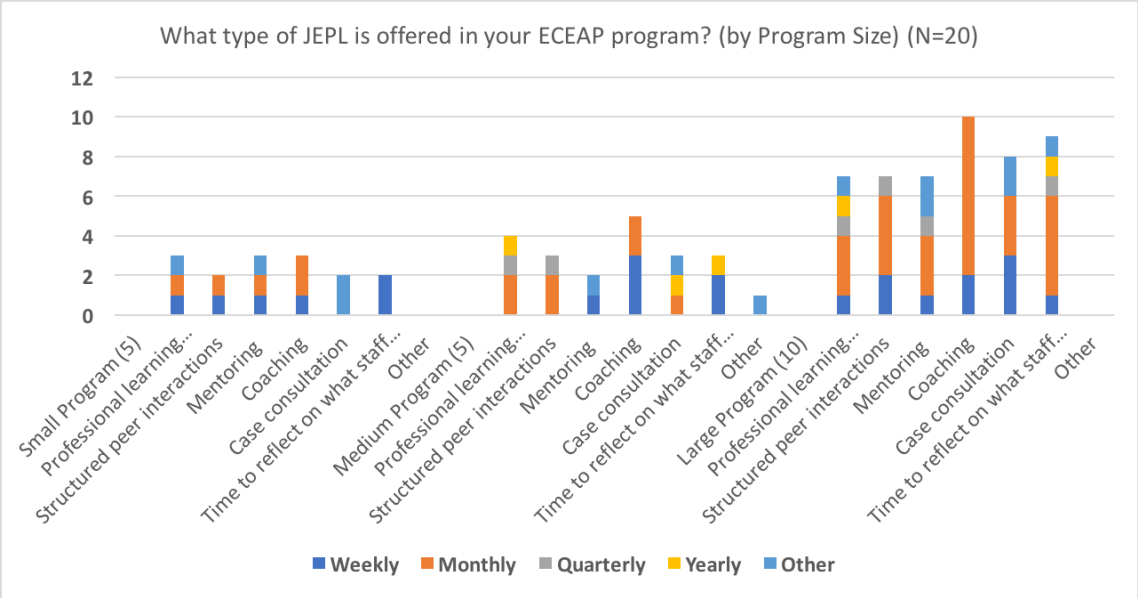
Directors Survey - JEPL.

Almost all respondents said that they provide JEPL for direct service staff. Most provide JEPL for teachers and some provide it for family support staff. Fewer provided it for center directors, program managers, coaches, health staff, instructional leaders and administrative staff. As shown in the adjoining chart,

^[1] Aligns with Caring for Our Children’s recommendation that, “Facility should ensure that any contracted services will comply with all applicable standards and state regulations.” This also aligns with the ECEAP Contract.

^[2] No guidance available yet for this—DEL still working on it.

proportions of programs using different methods varied somewhat by program size. All larger programs provided coaching, with more than half providing in-person professional learning communities and reflective supervision. Proportionally, mid-size programs used reflective supervision. About half of the small programs used in- person professional learning communities, coaching and mentoring.



As stated earlier above, DEL ECEAP staff provide monthly technical assistance to ECEAP directors on all of the topics listed in this section except for providing guidance on the early learning guidelines. There are topics that we rotate through the call agenda with contractors throughout the year such as curriculum and assessment. Contractors also contribute to the development of the agenda so if they determine that they need additional support in the areas listed then DEL PKS staff will provide TA or they will work to find out who can help them at DEL.

4.2. Data Driven Improvement- 4.2.-1 Data System Specifications		
Indicators		Policy/ Supports in place? Y all settings/ Y some settings/ N rec/ N
		LicensedExempt
4.2.-1A	State has established or funds and requires a data and reporting system / technological infrastructure to securely store data and support data analysis and use for decision making and continuous improvement.	Y all settingsY all settings
4.2.-1B	State provides centralized data aggregation, linking, and management	Y all settingsY all settings
4.2.-1C	Data system facilitates collection, analysis, and use of data at classroom, building, district, and state level	Y all settingsY all settings

4.2. Data Driven Improvement- 4.2.-1 Data System Specifications		
Indicators		Policy/ Supports in place? Y all settings/ Y some settings/ N rec/ N
4.2.-1D	State longitudinal data system includes pre-k students, including those in private settings	N N
4.2.-1E	State has the ability to link information across programs to produce an unduplicated enrollment count across early childhood funding streams (e.g., 619 special education, child care subsidy, Head Start)	N N
Data system facilitates collection and analysis of:		
4.2.-1F	Student demographics (including race, ethnicity, geography, income/eligibility, DLL and special needs status, other factors like homelessness)	Y all settings Y all settings
4.2.-1G	Student attendance data	N rec N rec
4.2.-1H	Student learning and development assessment data	Y all settings Y all settings
4.2.-1I	Suspension and expulsion	N N
4.2.-1J	Classroom /teaching quality data	Y all settings Y all settings
4.2.-1K	Professional development data including JEPL data	N N
4.2.-1L	Qualifications of workforce	Y all settings Y all settings
4.2.-1M	Diversity of workforce	Y all settings N rec
4.2.-1N	The state has the technological infrastructure and data analytic capacity to connect different types and levels of data (e.g. link students to specific classrooms, put program data in the context of community data such as demographics, health, family characteristics; to connect professional learning data with teaching quality and child assessment data; participation in professional development opportunities by education level, ethnicity, language status, geography, etc.)	Y all settings Y all settings
4.2.-1O	Pre-k programs and Districts are required to ensure that student data is shared between pre-k teachers (and other early childhood providers) and kindergarten teachers	Y all settings Y all settings

Description of data system:

4.2.1A

Yes, through the Early Learning Management System (ELMS), MERIT, the state's P20 system and Teaching Strategies GOLD

4.2.1B

Yes, analysis occurs in the ECEAP Data unit, the DEL Research and Analysis unit and the state Educational Research and Data Center in the Governor's Office

4.2.1C

Yes, through the ELMS system DEL and contractors are able to pull information together down to the class level rather than classroom, since there may be more than one class in a room at different times. The first example shows information by class for eligibility, the second shows developmental screenings at the class level

while the third shows parent teacher and family support conferences by classroom. Please note that there are contractor and state-wide examples from ELMS in sections 5 and 6 of the self-assessment:

Foster Care	CPS/FAR/ICW	On IEP	OSPI SSID	Contractor Priority Points	DEL Priority Points	DEL Points with Returning Child Points	Child's first day in class	Child's last day in class (exit date)	Eligible For		
No	No	No	1275147772	71	71	71	10/24/2016	11/3/2016	Part Day, Full School Day		
No	No	No	7897051756	71	71	71	9/7/2016	6/14/2017	Part Day, Full School Day		
No	No	No	6962228044	58	58	58	9/15/2016	10/5/2016	Part Day, Full School Day		
No	No	No	5924408958	100	100	100	4/10/2017	6/14/2017	Part Day, Full School Day		
No	No	No	8305413685	63	63	63	9/7/2016	9/28/2016	Part Day, Full School Day		
No	No	No	5316317763	68	68	68	9/7/2016	6/14/2017	Part Day, Full School Day, Extended Day		
No	No	Yes	2038765005	37	37	37	9/7/2016	6/14/2017	Part Day, Full School Day, Extended Day		
No	No	No	7324210685	89	89	89	11/9/2016	6/14/2017	Part Day, Full School Day		
Original Screening Date	Rescreen Date	90 days since actual start at this contractor	Screened Within 90 days	Result	Referred	LEA Evaluation	Qualifies for Special Ed	Active IEP	IEP Start Date Most Recent	IEP End Date Most Recent	Disability Type
04/18/2016		12/18/2016	Yes	At age level	N/A	N/A	No	No			N/A
11/12/2015		12/18/2016	Yes	At age level	N/A	N/A	No	No			N/A
11/12/2015		12/18/2016	Yes	At age level	N/A	N/A	No	No			N/A
11/30/2015		12/18/2016	Yes	At age level	N/A	N/A	No	No			N/A
10/21/2016		4/17/2017	Yes	At age level	N/A	N/A	No	No			N/A
09/12/2016		12/18/2016	Yes	At age level	N/A	N/A	No	No			N/A
11/12/2015		12/18/2016	Yes	At age level	N/A	N/A	No	No			N/A
10/05/2016		12/18/2016	Yes	Need to rescreen	N/A	N/A	No	No			N/A
12/01/2015		12/18/2016	Yes	At age level	N/A	N/A	No	No			N/A

Child Id	Child's First Day in Class	Child's Last Day in Class	Parent-Teacher Conference Minutes	Number Of Family Support Visits (formal)
53267	09/12/2016	06/08/2017	305	7
57498	11/28/2016	06/08/2017	180	5
47416	09/12/2016	06/08/2017	190	3
53499	09/12/2016	09/13/2016	60	0
57067	09/12/2016	06/08/2017	180	3
58650	09/12/2016	09/22/2016	120	2
38062	09/12/2016	06/08/2017	170	3
57113	01/03/2017	06/08/2017	210	3
54420	09/12/2016	06/08/2017	180	4
56518	01/09/2017	06/08/2017	240	3
58726	09/12/2016	06/08/2017	135	4
54362	09/19/2016	06/08/2017	180	3
56674	09/12/2016	06/08/2017	180	3
54475	09/12/2016	06/08/2017	155	3
57230	09/26/2016	06/08/2017	195	3
52018	09/12/2016	06/08/2017	180	3

4.2.1D

Yes, DEL sends ECEAP data to the state Educational Research and Data Center in the Governor's Office for inclusion in the P-20 data warehouse. Private part-day preschool programs operating for no more than four hours per day are not licensed. Data from these programs are not in this data system.

4.2.1E

DEL does not have child-level data on Head Start, so we can't match them with child care subsidy or SpEd. However, DEL is able to link information across other programs listed.

4.2.1F

Student demographics (including race, ethnicity, geography, income/eligibility, DLL and special needs status, other factors like homelessness)

- Yes, see section 6 of this document for specific examples

4.2.1G

Student attendance data - Not currently in DEL ECEAP data systems. It is planned for the future.

4.2.1H

Student learning and development assessment data - DEL ECEAP uses GOLD® to collect this. DEL obtains statewide reports, and links them with K-12 data

4.2.1I

DEL did not collect data on expulsion because we have a no expulsion requirement. As a result, we do not currently have a way to track if expulsion is indeed occurring. Please find the policy below:

E-9 No Expulsion

Contractors may not expel ECEAP children for behavioral reasons. Contractors must write and implement a policy to address the needs of children with challenging behaviors and prohibit expulsion. The policy includes strategies appropriate to the community served and timeframes for implementation. These four topics must be addressed:

- Supporting classroom teachers.
- Planning to meet individual needs of child.
- Engaging community resources.
- Choosing an alternative schedule or setting.

Transitions to an alternative setting, planned jointly by staff and parents, are not considered expulsion. Short-term suspension must not be used as punishment, though receiving temporary services at home may be part of a child's behavioral support plan.

If contractors have implemented their usual strategies and the classroom is still unsafe or excessively disrupted, they are encouraged to contact the State ECEAP Office for technical assistance.

4.2.1J

DEL has access to classroom and teaching quality data for all sites that have received a facility rating through our Quality Rating Improvement System (QRIS), Early Achievers. Our current data system, WELS, captures data on the environment and interactions through Classroom Assessment Scoring System and the Environment Rating Scales assessments. This includes both specific classroom information as well as facility average detail. Currently ERS data includes Item level scores and a report that includes justifications and indicator level data on any item that scored three or below. Currently, CLASS data includes the classroom level composite score across two or four cycles of CLASS observations as well as the facility average scores. DEL can access classroom level, site level and aggregate ERS and CLASS data. We have included examples of facility reports for review.

4.2.1K

Formal professional development data is collected in MERIT, our professional development registry. DEL can access this data for professionals who have completed the education verification process.

Job embedded professional learning is an optional standard in Early Achievers. DEL can access site level and aggregate data regarding who has earned points for job embedded professional development. Currently, the points for JEPL are tiered. Participants who provide JEPL one time per year to all lead staff can earn one point; those who provide JEPL 2 times per year receive 2 points and sites that provide JEPL three times or more can receive 3 points. JEPL must be provided to all lead staff in order to earn the points. This information is collected for sites on the Licensed Pathway. We do not have this data for sites on the HS/ECEAP pathway.

There is not a requirement for JEPL in the ECEAP requirements, however, all ECEAP sites are required to participate in Early Achievers

4.2.1L

Qualifications of workforce: Yes, through ELMS and MERIT DEL can track this. ECEAP is in the process of fully enforcing data collection.

4.2.1M

Washington's workforce registry collect information related to the demographics of the workforce, this includes data points about diversity. The workforce registry is currently voluntary and proposed within the standards alignment process to become required for all early learning professionals to enter information in the registry. Below are some numbers for the diversity of the workforce in ECEAP. Please note that this represents a snapshot in time and due to staff turnover is already

changed. In addition, this fall the ECEAP data team will be looking at these numbers to cross check that the staff listed still work in ECEAP. This will be looked at yearly from this point on and needs ongoing work and attention made to make sure that we have useable data that is more easily accessible.

Staff Race, Ethnicity, and Language

For the lead and assistant ECEAP teachers who were active in 2016-17 and for whom we have data in MERIT, we've compared race, ethnicity, gender, primary language to ECEAP children.

Comparison of ECEAP Lead and Assistant Teachers and ECEAP Children - Data from the DEL MERIT system

Race, n=865	# of Teaching Staff	% of Teaching Staff	ECEAP Children
American Indian/Alaska Native, not Hispanic	22	3%	4%
Asian, not Hispanic	38	4%	4%
Black/African American, not Hispanic	36	4%	12%
Hawaiian/Pacific Islander, not Hispanic	9	1%	2%
Hispanic/Latino	187	22%	35%
Other or Two or more races, not Hispanic	17	2%	6%
White, not Hispanic	556	64%	37%
Gender, n=956			
Female	915	96%	49%
Male	41	4%	51%
Primary Language, n=951			
English	819	86%	66%
Spanish	95	10%	25%
Other	37	4%	9%

.2.1N

Technological infrastructure and data analytic capacity: This is fully possible through the ELMS data system. Work is underway to add data system capacity through WA Compass.

Data Analytic Capacity: DEL currently has limited capacity in this area related to capturing this data in QRIS. One challenge is that entering data in the professional development registry has not been required. Furthermore, because most standards are optional, and in order to receive points, the practice must be in place for 100% of children. We may not be aware of sites that have partially implemented practices. For example, a site may conduct ongoing child assessments for children receiving ECEAP services and not conduct them for other children. Furthermore, if they are conducting assessments on children who do not receive ECEAP services, the data may live in a separate account or separate data system that DEL cannot access. Either way, incomplete data for the provider results in no data in Early Achievers.

Race/ethnicity, language and information is captured in the Early Achievers applications and sharing this information is optional and only represents the primary QRIS contact, which is typically the site director or family child care owner.

4.2.10

ECEAP Standard E-6 Kindergarten Transition

Contractors must develop a written kindergarten transition plan, with activities to assist children and families in the transition from ECEAP to kindergarten. Contractors must maintain communication with local kindergarten staff.

4.1. Data Driven Improvement- 4.2.-2 Program Quality Assessment		
Indicators		Policy/ Supports in place? Y all settings/ Y some settings/ N
		Licensed Exempt
4.2.-2A	State has established a system to assess program quality in order to ensure implementation of applicable requirements and continuous improvement of best practices.	Y all settings Y all settings
4.2.-2B	System includes on-site program quality assessment for all programs at least once every two-three year.	Y all settings Y all settings
4.2.-2C	System is differentiated so that lower performing programs or those with previous policy violations receive more frequent visits.	Y all settings Y all settings
4.2.-2D	On-site system includes classroom observations: using valid, reliable tool(s) that:	Y all settings Y all settings
4.2.-2E	Include a focus on teacher-child interactions, including instructional supports	Y all settings Y all settings
4.2.-2F	Research has shown to be linked to positive child outcomes	Y all settings Y all settings
4.2.-2G	Are conducted by trained and reliable observers	Y all settings Y all settings
If state pre-k programs are part of the state QRIS system:		Y all settings Y all settings
4.2.-2H	Private programs must be rated in the moderately high to high range in order to have state pre-k classrooms or slots	Y all settings Y all settings
4.2.-2I	The quality assessment systems for state pre-k and the QRIS are integrated and streamlined	Y all settings Y all settings

Description of current monitoring system/ system for program quality assessment:

4.2.2A

Early Achievers is a quality rating improvement system. Each participating facility goes through onsite evaluation to measure quality in the following categories: child outcomes, environment, interactions, curricular and staff supports, professional development, and family engagement. The data collected during the onsite evaluation provides the basis for the data driven practice based coaching provided through Early Achievers.

Additional monitoring occurs through ECEAP Program Review. ECEAP Performance Standards require:

ECEAP Standard A-9 Program Review

The State ECEAP Office will conduct a review of each contractor's compliance with the ECEAP Contract and ECEAP Performance Standards every four years. The review will involve ECEAP staff and parents.

After the Program Review, the State ECEAP Office will provide the contractor with a Program Review report. The contractor must submit an ECEAP Corrective Action Plan for non-compliance with ECEAP Performance Standards. The Plan must be approved by the State ECEAP Office.

Additionally, ECEAP completes monthly desk-top monitoring through the evaluation of data entered into ELMS and TS GOLD.

4.2.2B

Early Achievers quality ratings are renewed every three years.

4.2.2C

If an area of non-compliance is identified the PKS will determine if an immediate action plan is required. If it is they develop this and being increased monitoring and TA in that area. Additionally, desk top monitoring will increase in identified areas of non-compliance as well.

Coaching is more intense for facilities that do not rate at a level 4 or 5. This includes focused coaching and remedial activities for sites that do not meet required threshold scores.

4.2.2D-4.2.2G

Early Achievers includes the Environment Rating Scales (ERS) and Classroom Assessment Scoring System (CLASS). Both the ERS and CLASS are valid and reliable tools. All data collection is conducted by staff from the assessment team who have met or exceeded the reliability standards established by the publisher for each tool.

4.2.2H

All ECEAP sites must rate a level 4 or 5 in Early Achievers.

4.2.2I

Early Achievers and ECEAP are currently streamlined so that no duplication of data collection occurs. This will continue to be improved through the ongoing alignment of Licensing, Early Achievers and ECEAP.

4.2. Data-Driven Improvement- 4.2.-3 State-Level Data Use			
Indicators		Policy/ Supports in place? Y all settings/ Y some settings/ N	
		Licensed	Exempt
4.2.-3A	State has established a system of regular analysis and reporting for data collected.	Y all settings	Y all settings
4.2.-3B	Pre-k student data is analyzed by critical subgroups (e.g. race, ethnicity, income, DLL, special needs status, etc.).	Y some settings	Y some settings
4.2.-3C	System of data analysis and use includes: Analysis of trends in the data and relationships among variables	Y some settings	Y some settings
4.2.-3D	Collaboration with stakeholders to interpret data, identify key issues, and gain input on plans for improvement	Y some settings	Y some settings
4.2.-3E	Identification of districts/programs/schools successful in improvement and process for others to learn from their success	N	N
4.2.-3F	State leaders use data to inform decision making about policies, systems, funding, and other supports.	very often	very often

Description of state-level data use:

4.2.3A,

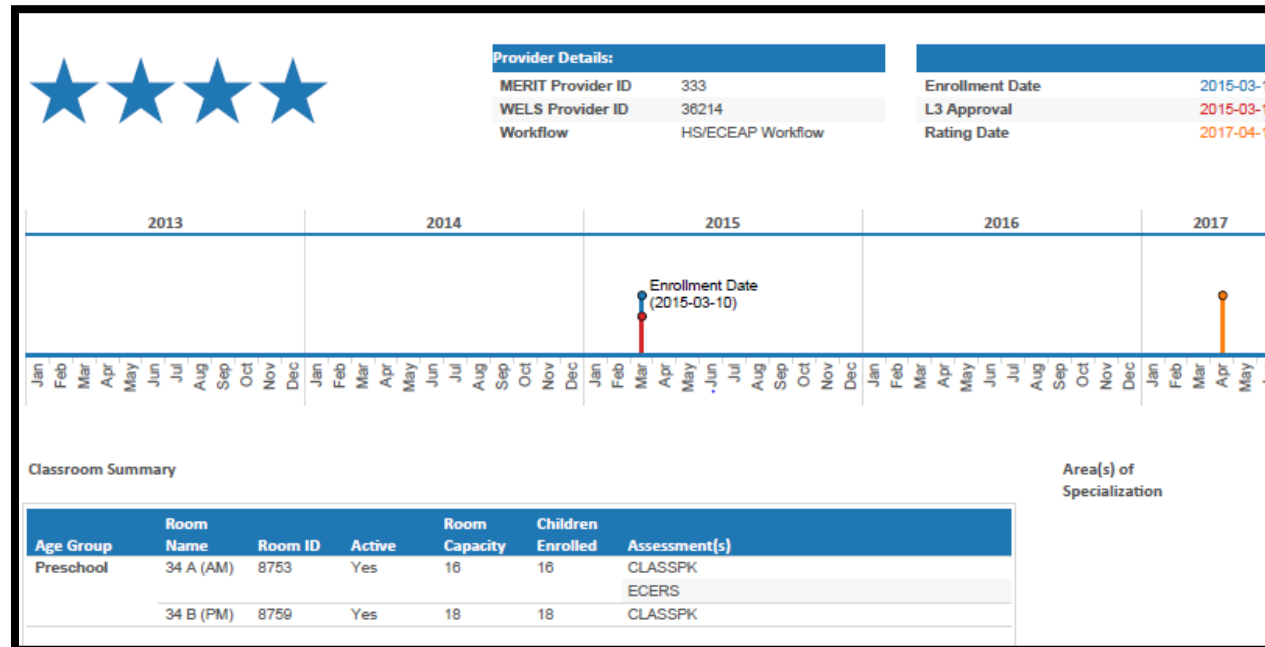
For ECEAP the yearly analysis is completed from data collected in ELMS and then puts this information into a yearly Outcomes report. DEL produces a monthly data dashboard to analyze statewide aggregate rating data. Additionally, DEL is in the process of developing additional reports in order to have greater access to indicator level data across all standards measured in Early Achievers. The goal is to have access to this level of data analytics in late 2017.

4.2.3. B

Yes for ELMS data collected. See Section 6 for examples. Pre-k student data is analyzed by critical subgroups (e.g. race, ethnicity, income, DLL, special needs status, etc.) although Early Achievers does not have access to child level data.

4.2.3C

While this true with all the data in ELMS this is still in development with the Early Achievers system. DEL conducted a validation study of the QRIS and has a comprehensive report that details the connections of the quality standards and child outcomes. This report shows the relationship between several variables. DEL plans to continue this type of evaluation at regular intervals. Outside of the validation study DEL has access to some reports. However, at this time the regular reports have focused on the process and outputs of the system—one example is our [Early Achievers Data Dashboard](#). We are starting to explore methods to track changes over time and growth among quality standards at the various levels of the system (site, region and state). We also produce rating reports for sites that include an overview of their data—we are in the process of designing a dashboard for providers to help them see their growth over time.



ASSESSMENT DETAIL			
DETAILS			
Emotional Support	6.5		
	Positive Climate (Relationships, Positive Affect, Positive Communication, Respect)	6.75	Notes:
	Negative Climate (Negative Affect, Punitive Control, Sarcasm/Disrespect, Severe Negativity)	1	Notes:
	Teacher Sensitivity (Awareness, Responsiveness, Addresses Problems, Student Control)	5.75	Notes:
	Regard for Student Perspectives (Flexibility and Student Focus, Support for Autonomy and Leadership, Student Expression, Restriction of Movement)	6.5	Notes:
Classroom Organization	5.5		
	Behavior Management (Clear Behavior Expectations, Proactive, Redirection of Misbehavior, Student Behavior)	6	Notes:
	Productivity (Maximizing Learning Time, Routines, Transitions, Preparations)	5.75	Notes:
	Instructional Learning Formats (Effective Facilitation, Variety of Modalities and	4.75	Notes:

Subscales	Average	
Total Score	3.83	
Space and Furnishings	3.38	
Personal Care	1.67	
Language-Reasoning	5.50	
Activities	4.33	
Interaction	4.60	
Program Structure	4.33	

Score Details		
Item	Score	Indicator/Comments
Space and Furnishings		
1. Indoor Space	4	
2. Furniture for routine care, play, and learning	7	
3. Provisions for relaxation and comfort	6	
4. Room arrangement	2	3.2 Visual supervision of play area under loft was difficult to be adequately seen from all angles of the room.
5. Space for privacy	2	3.2 Space for privacy could not be easily supervised both indoors and outdoors.
6. Child-related display	3	5.1 Insufficient display related to activities and children in group. 5.2 Insufficient display of work done by children.
7. Space for gross motor	1	3.1 Gross motor space was not observed to be used for one hour daily. 3.2 Gross motor space was observed to be unsafe (see item 14 for more details).
8. Gross motor equipment	2	3.1 Gross motor equipment was not observed to be accessible to all children for at least one hour daily. Children were observed to go outside for 56 minutes.
Personal Care Routines		
9. Greeting/departing	2	3.1 Some staff members were not observed to greet children upon arrival.
10. Meals/snacks	2	3.3 Sanitary conditions were not observed being maintained. Insufficient handwashing observed by children and staff before meals following all procedures correctly.

4.2.3D

ECEAP regularly solicits inputs from direct service and management level staff through surveys which we put out multiple times per year. This year surveys included questions about DLL, the family support pilot implementation and expansion and professional development. Additionally, DEL created a Preschool Operational Workgroup to inform changes to Curriculum requirements and Family Support approaches. During 2017 DEL is seeking input from contractors, subcontractors and partners around key expansion topics through an ECEAP Expansion Think Tank and a Contractor Work Group. Another way DEL gathers input from contractors around the state is through the ECEAP Steering Committee. This ECEAP directors group meets regularly throughout the year and elects representatives from each region of the state. These representatives then share information with contractors and DEL to close the loop on needed topics.

DEL engages with implementation partners on a monthly basis to review Early Achievers data. During these meetings the group discusses potential areas for further analysis and opportunities to make data informed changes to system policies or practices.

4.2.3E

Pre-K Specialist staff regularly connects directors who are struggling with meeting a specific requirement with other directors who can share strong implementation of systems that fully meet the requirements. However, DEL has not created a formalized system to implement these supports.

DEL and implementation partners meet monthly to discuss the successes and challenges within the system. Regional Child Care Aware of WA agencies, Head Start Grantees and ECEAP Contractors also share information with the DEL state office staff to help us showcase successful initiatives. These sites are often recognized as leaders in their communities and can help other providers by offering tours of their high quality learning environments or by participating in communities of practice and peer networks to share their experiences.

4.2.3F

DEL is committed to using data to inform decision making. State leaders regularly review data to inform decision making, policy and program supports using the data and data systems discussed throughout this document. We have regular data meetings to review and monitor progress and use this to inform policies and practice. For example, facilities were struggling to meet the thresholds in the environment rating scale despite our best effort to provide coaching toward best practice. Because of this we shifted the coaching practice to provide more intense services in the classrooms with the teachers to both support their teacher child interactions and to help them create engaging environments. Previous coaching had focused on the site director. Now pre-rating coaching includes coaching with the site directors and the teaching staff.

4.2. Data-Driven Improvement- 4.2.-4 Program-Level Data Use					
Indicators		Policy in place? Y in all settings/ Y In some settings/ N rec/ N		Implementation in the field Strong/ Mixed/ Weak/Don't know	
		License d	Exempt	License d	Exempt
4.2.-4A	Programs required to conduct local program quality assessment to inform continuous improvement at least annually.	Y all settings	Y all settings	Strong	Strong
Includes use of tools to assess the quality of:		Y all settings	Y all settings	Strong	Strong
4.2.-4B	Classroom environments	Y all settings	Y all settings		
4.2.-4C	Teacher-child interactions	Y all settings	Y all settings	Strong	Strong

4.2. Data-Driven Improvement- 4.2.-4 Program-Level Data Use					
Indicators		Policy in place? Y in all settings/ Y In some settings/ N rec/ N		Implementation in the field Strong/ Mixed/ Weak/Don't know	
4.2.-4D	Curriculum implementation	Y all settings	Y all settings	Strong	Strong
Local quality assessment may also include use of:		N	N	Mixed	Mixed
4.2.-4E	Content-specific tools (e.g. math or literacy inventories), tool regarding quality of inclusion, or tool regarding teaching effectiveness with DLLs.				
4.2.-4F	Tools assessing organizational supports and conditions that collect information and feedback from staff and families	Y all settings	Y all settings	Strong	Strong
4.2.-4G	Programs are required to implement processes for analyzing and using data to inform continuous improvement.	Y all settings	Y all settings	Strong	Strong
Multiple types of data are used to inform improvement including:		N	N	Weak	Weak
4.2.-4H	Student data (enrollment, attendance, assessments; analyzed by critical subgroups)				
4.2.-4I	Classroom observation/teaching effectiveness data (collected by state and/or locally)	Y all settings	Y all settings	Strong	Strong
Processes of data analysis and use for improvement are required to include:		N	N	Strong	Strong
4.2.-4J	Collaboration among leaders, staff, and other stakeholders to analyze data and create professional learning and improvement goals and plans				
4.2.-4K	Setting goals and making plans to improve teaching and learning at least annually	Y all settings	Y all settings	Strong	Strong
4.2.-4L	Implementing plans and testing changes towards these goals throughout the year	N	N	Strong	Strong

Description of current program-level data use policies and supports:

4.2.4A

ECEAP Performance Standard A-1 talks about contractors creating a system that orients, trains and monitors all staff in meeting the ECEAP requirements. Additionally, contractors are required to complete a self-assessment one time per year. Results from the self-assessment inform the planning and goal setting process for each contractor. Staff are required to provide input into the self-assessment process.

ECEAP Standard A-8 Self-Assessment of ECEAP Compliance

Contractors must include ECEAP staff and parents in an annual assessment of compliance with ECEAP Performance Standards, using the ECEAP Self-Assessment form. Contractors must submit this self-assessment to the State ECEAP Office by June 30 of each year.

ECEAP Standard A-7 Community Assessment

Contractors must conduct a Community Assessment of their service area at least every three years. The assessment process must involve staff, parents, and community partners.

The Community Assessment must estimate the number of ECEAP-eligible children in the service area and determine the need for future services based on:

- Location.

- Race/ethnicity, including Native Americans living on and off reservation.
- Home language.
- Seasonal or migrant farmworker status.
- Homelessness.
- Developmental delay or disability.

The Community Assessment must also analyze the community capacity to meet the needs of ECEAP children and families in the areas of:

- Education.
- Medical and dental health.
- Nutrition.
- Mental health.
- Social services.

Contractors must use the Community Assessment to develop their:

- Philosophy and goals.
- Service delivery plan.
- Recruitment and enrollment efforts.
- Service site locations.

ECEAP Standard 4.2.4B-4.2.4C

Contract Requirements include:

- Use the Classroom Assessment Scoring System (CLASS) and Environment Rating Scale (ERS) assessments to improve curriculum, learning environments and adult-child interactions.

4.2.4D

This is built into the self-assessment document. It can be found under the deliverables heading on the DEL website. PKS staff review curriculum plans and collect information from lead teachers regarding curriculum implementation when they complete on-site monitoring visits.

4.2.4E

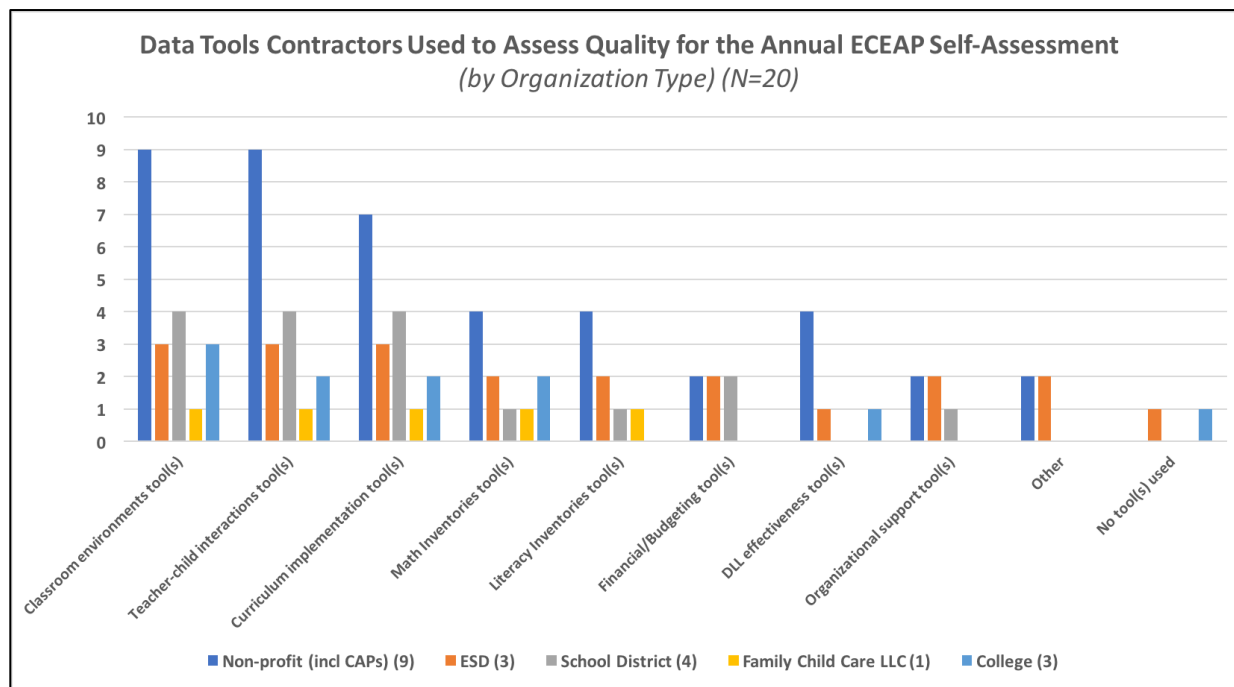
Local quality assessment tools. Responses from the 20 (of 54) ECEAP Directors responding to the May 2017 survey, noted nine data sources that they use in conducting the required annual self-assessment. These are shown in the chart on the following page. Overall, almost all use classroom environment, teacher-interaction and curriculum implementation tools. About half use math inventories and slightly less than half use DLL effectiveness and organizational support tools. This holds for organizations of different sizes. Some also used tools such as the *Strengthening Families Self-Assessment* and parent feed-back, WELS (Web-based Early Learning Data System used for Early Achievers), and student data.

Respondents who used each type of data were asked to name the tools that they used. Responses are shown below.

1. Classroom Environment Data Sources. *ERS* (16); *GOLD*® (2); Onsite monitoring (2); *DECA Reflective Checklist* (1); In-house checklist (2); *Creative Curriculum Checklist* (1); Reports in ELMS; *GOLD*® lesson plans; *ECEAP Performance Standards* (1); and, feedback from Parent Policy Council classroom representatives and parent groups participating in self-assessment (1).
2. Teacher Interaction Data Sources. *CLASS*® (7); *Creative Curriculum*® (11); *Early Achievers Guidelines*; and, *ECEAP Standards* (1).
3. Curriculum Implementation Tools. *Creative Curriculum*® tools (10); *GOLD*® (8); *High Scope* (1); *Estrellita* (1); *OWL, Dreambox, Second Step, Handwriting without Tears* student assessments (1)
4. Math Inventories Tools. *GOLD*® (4); *Creative Curriculum*® (2); Other (OWL, Dreambox, Engage New York Math) (2).

5. Literacy Inventory Tools. *GOLD*® (3); *Creative Curriculum*® (2); David Matteson tools (2); ECERS/FCCERS (2); and, Owl (1).
6. Financial/ Budgeting Tools: Responses included a mix of budgeting tools and child learning tools. The budgeting tools noted were: fiscal and accounting departments (6); Abila (2); and, Other (EXCEL, Expense summary (2). Child learning related tools included: Dual Language Tools; *GOLD*® (4); and, Other (*Estrellita*, *OWL*, *Dreambox*, *Teaching Strategies Checklist* (2).
7. Dual Language Learner (DLL) Effectiveness Tools. This was the least used source of child learning related data used in developing the Self Assessments. Just less than half of the non-profits used DLL tools as did one-third of ESD's and colleges.
8. Organizational Support Tools. Each respondent named different tools: *ChildPlus*; *Wipfli Work Culture Study*; staff surveys; Early Achievers coach; *Gold*® *Plus*; calendars; planning books; file boxes; Excel spreadsheets; calendars; planners and, *Organizational Health Inventory*.
9. Other Tools. Each respondent named few additional tools including: *Strengthening Families Self-Assessment*; parent observations; parent surveys; ELMS; *ChildPlus*; District classroom observation tool; Family Survey; pre/ post student lesson assessment; and, *ECEAP Performance Standards*.

The chart shows sources used by type of organization to explore whether data sources vary by organizational type, but differences are slight.



4.2.-4F

Tools assessing organizational supports/conditions and feedback from staff and families. Please see #8 in the list above (4.2.4E) for the types of organizational support tools directors reported using in the May 2017 survey (20 of 54 directors responded). Contractors are required to solicit feedback from ECEAP staff and parents in the annual self-assessment (ECEAP Standard A-8). In addition, they regularly solicit feedback from staff and families through the required Parent Policy Council (ECEAP Standards A-6), through the Community Assessment (ECEAP Standard A-7).

In addition, in the 2016-17 school-year ECEAP required contractors to respond to a customer satisfaction survey. ECEAP created 2 surveys. One for ECEAP directors and one for ECEAP families. DEL collected responses this June and is in the process of analyzing the collected data. Contractors will receive data individualized to their programming while DEL ECEAP will use the data to provide TA to contractors and to determine areas of improvement and celebration. DEL received over 3,000 responses from families.

4.2.4G-4.2.4I

See above answers.

4.2.4J-4.2.4K

See previous answers around Expansion workgroups, previous Preschool Operational Workgroups and answer and examples of self-assessment work.

4.2.4L

Although there is not a specific requirement for implementing plans and testing changes towards these goals throughout the year, contractors are fully implementing this. Pre-K Specialists (PKS) check in on contractor calls about progress toward goals set in the annual self-assessment. In June they review the self-assessment with contractors and talk with them about the goals that the contractor is setting for the year based on the self-assessment. They then note goals in the monitoring database and review the progress contractors make on these goals at regular intervals on contractor calls throughout the following year. Below is the self-assessment analysis document that PKS staff complete for each contractor

Self-Assessment Review process

The purposes of the self-assessment are:

- For Contractor's to self-check of compliance with Performance Standards.
- For contractors' continuous quality improvement efforts.
- For Contractors to access DEL technical assistance.
- For annual monitoring of compliance by DEL.
- For DEL staff to learn more about contractors' programs.
- For statewide data analysis, to support DEL work plans and budget.

ECEAP Specialists review self-assessments from their assigned contractors. Read the self-assessment carefully:

- Did they include staff and parents in the process?
- Did they use the DEL ECEAP form?
- Did they compile all sites and subcontractors onto one form?
- Did they rate each standard met, partially met or not met?
- Did they give descriptive examples to explain what they did this year to meet that standard, unless this section is grayed-out?
- Did they explain all "No" responses?
- Did they answer the three questions at the end of each section of the standards, if applicable?
- Are their responses consistent with current Performance Standards?
- Are their responses consistent with our knowledge of this contractor, based on monitoring?

After review, enter data in several places:

- Monitoring Database: flag the item according to the team protocols (page 31)
- Enter any "action required" data by contractor into the Excel spreadsheet at J:\Monitoring\Self-Assessment\YEAR\Self-Assessment Contractor summary

- Enter any contractor technical assistance requests on the chart at J:\Monitoring\Self-Assessment\YEAR\Requests for technical assistance

Follow-up: During the June monthly call, communicate with each contractor about their self-assessment so that they know that we read them and take them seriously.

- Provide individualized feedback and acknowledgement to all contractors.
- Write notes in the Monitoring Database for any needed follow-ups.
- Continue follow-up through next year's self-assessment period, if the contractor needs technical assistance to meet our requirements.

After all self-assessments are reviewed, team discussion:

- Do contractors need more guidance on how to do the self-assessment?
- Did we get the information we needed?
- Did we get more than we need or is useful?
- Did contractors use this process to support quality improvement?
- How do this year's results compare to last year? (see matrices)

Note:

During contractor calls PKS staff have collected the data from contractors on the following information. Below is sampling of the data collected. This information will inform future data collection which could be a yearly check-in about this topic or data reporting fields built into ELMS. This is an area where there is an opportunity for growth.

Contractor:	Does program have a system of ongoing analysis of collected data:	Does it determine decision making? If so, how?	Do they analyze data by critical subgroups?	Do they collaborate with community partners, families and staff in this work?	Do they identify successes to learn from best practices?
Aberdeen School District	Attendance Data	Communication with partners about needed resources. Political advocacy with school district.	Unknown	Staff	Unknown
	TSG				
	Family Support				
Catholic Families and Child Care Services	CLASS/ERS	Used to determine coaching needs in classroom	Unknown	Staff	Unknown
	Child Assessment Data	Focus on gaps in child outcomes and work to improve them.			
		Plan staff in service training			
Central Valley College	TSG	TSG is primary data used for planning and implementation.	Unknown	Staff, School District	Unknown
	ELMS			School Board is using data to make 2 and 5 year plans for new building that is being proposed.	
	IEP Data				
	Saturation Data				
Chelan Douglas Child Services Association	Child Plus	Helps inform program design	Unknown	Staff	Unknown
		Training Plan			
Children's Home Society	Yes	Analysis of children not scoring at expected age level and determining how to improve services.	Unknown	Staff	Unknown
	TSG				

Contractor:	Does program have a system of ongoing analysis of collected data:	Does it determine decision making? If so, how?	Do they analyze data by critical subgroups?	Do they collaborate with community partners, families and staff in this work?	Do they identify successes to learn from best practices?
EPIC	TSG	Teacher/child interaction. Areas to strengthen individual classrooms and program.	Unknown	Staff and Policy Council	Unknown
	CLASS				
ESD 101	Yes	Program design based on data gathered. Informs conversations with other school districts.	Yes	Staff, school district, surrounding ESDs, and Eastern Washington University	Unknown
	ELMS			Building a community profile around needs of children with disabilities and families in area.	
	TSG				
	DECA				
	ESD Data				
	Community Assessment District Self Assessment				
ESD 113	Child Plus	Monitoring and immediate followup items such as enrollment and	Yes	Staff, Policy Council, School Board	Unknown
	ELMS	Used to inform Community Assessment.			
	TSG	Used for continuous improvement and at present the creation of a task force looking into prioritizing family			
	PIR	Identification of areas to strengthen classrooms and teacher professional development.			
		Looked at Dual Language Learner exit rates.			
ESD 114	TSG	Month to month program tracking.	Unknown	Staff	Unknown
	ELMS	Professional			
		Child and Classroom Outcomes			
		Site Reviews and file reviews.			
		Self Assessment			

4.3. Professional Learning System		
Indicators	Policy/ Supports in place? Y all settings/ Y some settings/ N	
	Licensed	Exempt
State policies coherently define an integrated system of professional development that:	N	N
4.3.-1 Ensures strong implementation and integration of standards, curricula, and assessment		
4.3.-2 Is comprehensive, intensive, and sustained	N	N
4.3.-3 Emphasizes collaborative, job-embedded strategies (e.g. professional learning communities, team lesson planning)	N	N
4.3.-4 Is aligned to evidence-based, national professional learning standards (e.g., Learning Forward Standards for Professional Learning)	N	N
4.3.-5 Job-embedded professional learning activities qualify for teacher, leader, and other practitioner CPDUs/CEUs across sectors	N	N

Description of current professional development policies or supports:

ECEAP currently does not have a comprehensive professional learning system in place. While we offer multiple trainings and supports around curriculum, child assessment, numeracy, executive function, family self-reliance and new director overview it is not part of a comprehensive program nor is all of it connected to state policy. Below are examples of what ECEAP does require.

4.3.1

ECEAP Performance Standard A-3 Service Delivery Plan

Contractors must develop a written Service Delivery Plan, in collaboration with ECEAP parents, staff, and community partners (A-4, A-6). The plan must include a minimum of 32 weeks of direct services to families per school year, including at least 30 weeks of direct early childhood education services (E-1). Direct services must include:

- Early childhood education (Section E).
- Family support (Section F).
- Health and nutrition (Section D).

Contractors must ensure that all ECEAP services:

- Respond to community needs.
- Integrate program components, such as education, family support, and health.
- Are developmentally appropriate for children.
- Build relationships with families based on mutual respect and equality.
 - Are culturally and linguistically appropriate for families.
 - Focus on family strengths.
 - Support family self-sufficiency.
 - Support parent involvement, empowerment, and leadership.

ECEAP Performance Standard C-19 Staff Training Program

Contractors must plan a training program, with involvement of staff and parents, to support the personal and professional development of ECEAP staff. The training plan must include:

- Engaging, interactive training activities.

- Financial support, as available, for staff training costs, such as release time, substitutes, per diem, and travel.
- Academic credit, whenever possible.
- A training evaluation system.
- A recordkeeping system to track individual training.

ECEAP Performance Standard C-20 Required Training

Contractors must ensure all staff, including subcontractors, receive training on ECEAP Performance Standards upon hire and annually thereafter.

Staff working with children must:

- Maintain a current basic standard first aid card (D-18).
- Maintain a current infant/child cardiopulmonary resuscitation (CPR) card (D-18).
- Complete training on disaster plans and emergency procedures (D-3, D-18).
- Complete training on universal precautions for prevention of transmission of blood borne pathogens (D-13).
- Complete training on preventing, identifying, and reporting child abuse and neglect.

All staff preparing full meals, and at least one person in each classroom, must maintain a Washington State Department of Health food worker card. This person must monitor and oversee food handling and service and provide orientation and ongoing training as needed for all staff involved in food handling service (D-14).

Lead teachers and family support specialists must complete a minimum of 15 hours of professional development per year, such as workshops or classes but not including individual mentoring.

*Please note that in the proposed standards DEL is suggesting adding the 15 hours of professional development per year to the assistant teacher role as well. See above for examples of the current curriculum and assessment training requirements as well.

4.3.3

Although professional learning communities are not required there are many ECEAP contractors who are providing these learning communities for staff to participate in. In a May 2017 survey of ECEAP lead teachers (129 of 635 lead teachers responded), 78 reported that they participate in professional learning communities.

4.3.5

As a state, we are interested in identifying more ways to embed professional learning communities and job embedded professional development. Draft policies have been created and determining the qualifications of the lead facilitators, on-site mentors and others engaged in the process is critical to ensuring the outcome is valuable and impacts adult learning and development of new skills.

4.4. Professional Learning Supports for Leaders – 4.4.-1 Training				
Indicators	Building leaders? (i.e. Principals, Center Directors) Y all settings/ Y some settings/ N rec / N		Other Instructional Leaders? (i.e. teacher leaders, assistant directors, etc.) Y all settings/ Y some settings/ N rec / N	
	Licensed	Exempt	Licensed	Exempt
State ensures integrated foundational training (May include coursework, pre-service or in-service training) for instructional leaders in:	N	N	N	N
4.4.-1A Instructional leadership				
4.4.-1B Data systems and use	Y all settings	Y all settings	Y all settings	Y all settings
4.4.-1C Adult learning theory and best practices	N	N	N	N
4.4.-1D Evidence-based methods for facilitating professional learning specific to their role and responsibilities, if relevant (i.e. methods for effective training, coaching, facilitating PLCs, etc.).	N	N	N	N
4.4.-1E Early childhood development and pedagogy	N	N	N	N
4.4.-1F State's pre-k learning and development standards	Y all settings	Y all settings	Y all settings	Y all settings
4.4.-1G Specific pre-k curricula programs use	Y all settings	Y all settings	Y all settings	Y all settings
4.4.-1H Specific pre-k assessment tool(s) programs use	Y all settings	Y all settings	Y all settings	Y all settings
4.4.-1I High impact interactions and instruction in pre-k	Y all settings	Y all settings	Y all settings	Y all settings
4.4.-1J Tool(s) used for classroom observation in pre-k	Y all settings	Y all settings	Y all settings	Y all settings
4.4.-1K Cultural competence, dual language development and strategies that support the development of children who are dual language learners	N	N	N	N
4.4.-1L Strategies that support the learning and development of children with special needs in inclusive settings.	Y all settings	Y all settings	Y some settings	Y some settings

Description of current training requirements, offerings (including providers, content, modes of delivery – online, in-person), and data available about training participation, quality, and effectiveness:

4.4.1 B

ECEAP provides ELMS administrator training to all program ELMS administrators. DEL plans to provide a webinar based ELMS overview training for all ECEAP staff to access. DEL provides training on MERIT and WELS as well.

4.4 1C

DEL is in the process of developing new professional development requirements for all licensed professionals, which would impact licensed ECEAP programs. In the new requirements, there is training outlined for leadership and business practice, which will include competencies related to supporting the workplace with strong adult learning, peer-learning and best practice for reflective supervision. This training will be updated every three years and will be renewed every three years. This will be required training

4.4.1D

DEL is in the process of developing new professional development requirements for all licensed professionals, which would impact licensed ECEAP programs. In the new requirements, there is training outlined for Child Development, which is a broad heading intended to be inclusive of child development and theories, including pedagogy. This training will be updated every three years and will be renewed every three years. This will be required training

4.4.1 F

This is part of Early Achievers requirements.

4.4.1.G

ECEAP provides curriculum kits for the two approved curricula (High Scope and Creative Curriculum). In addition, training for classroom teachers and management support staff on the use of these curricula is provided through CQEL. CQEL has also begun to provide Coaching to Fidelity training for coaches and other management support staff for Creative Curriculum.

4.4.1. H

ECEAP provides TSG assessment access and training to teachers and management support staff.

4.4.1. I

This is covered in trainings provided by CQEL for management support staff and/or coaches (includes CLASS and ERS reliability training).

4.4.1. J

This is part of the TSG training.

4.4.1. L

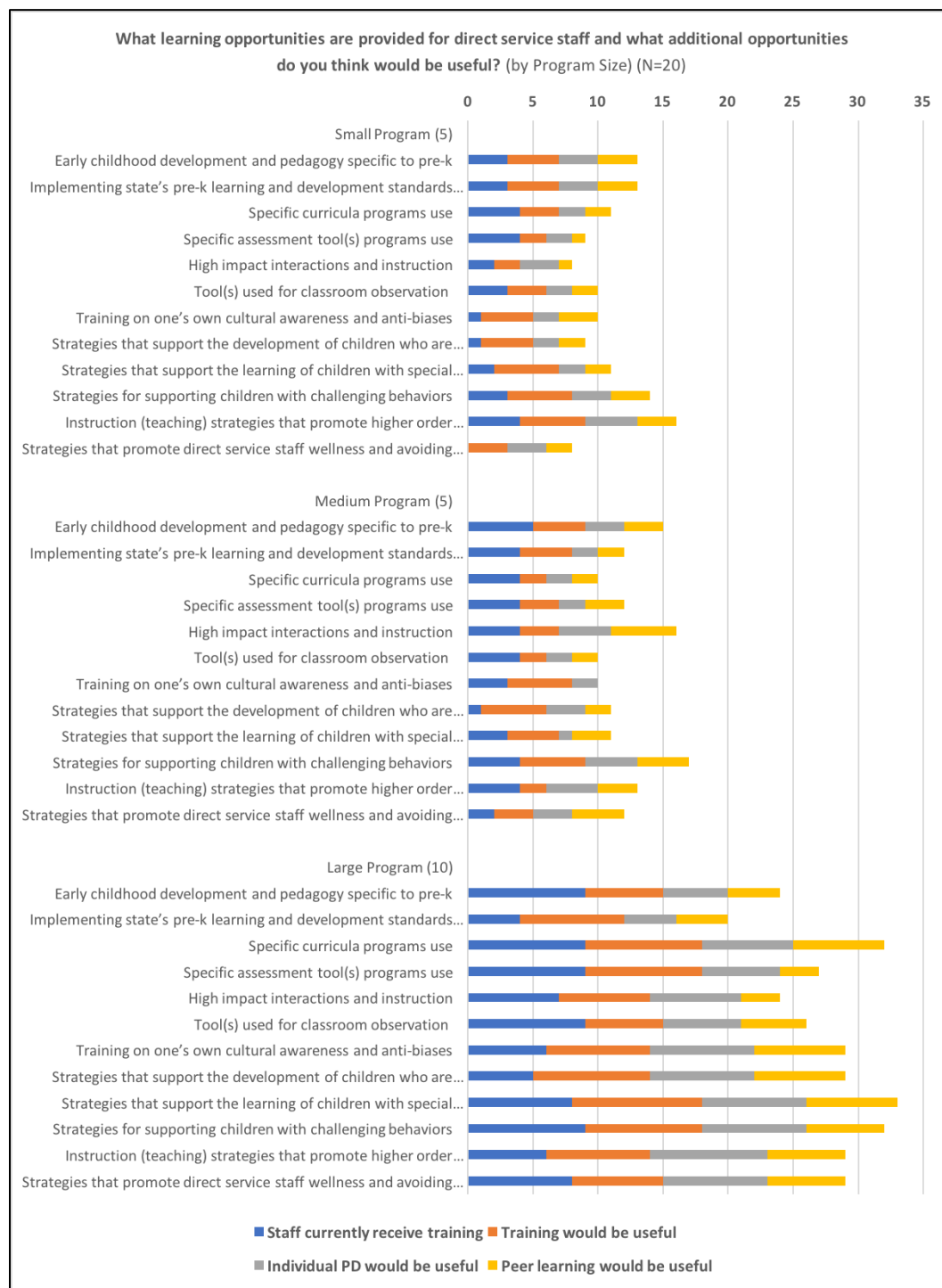
All coaches and other education support staff have access to a free two-day internship/training around inclusion and individualization for children with special needs through the Haring Center. However, capacity is limited to a small number of spaces.

4.4. Professional Learning Supports for Leaders- 4.4.-2 Job-Embedded					
Indicators		Policy/Support in place?		Implementation in the field	
		Y all settings/ Y some settings/ N rec /N		Strong/ Mixed/ Weak/Don't know	
		Licensed	Exempt	Licensed	Exempt
4.4.-2A	State requires or provides job-embedded professional learning opportunities for all instructional leaders	N	N	Weak	Weak
4.4.-2B	Instructional leaders have routine individualized/differentiated job-embedded learning opportunities including observation, feedback, coaching, and/or consultation focused on improving their instructional leadership	N	N	Weak	Weak

practices.				
4.4.-2C Instructional leaders participate in routine job-embedded learning opportunities with their peers to improve their effectiveness as instructional leaders and in strengthening organizational conditions for professional learning and continuous improvement.	N	N	Weak	Weak

Description of current job-embedded professional learning policies and supports for leaders (including JEPL opportunities, frequency, facilitators, data/information about implementation and quality for building leaders and teacher leaders across settings):

Learning opportunities for Instructional Leaders. In a May 2017 survey (20 of 54 ECEAP contractor directors responded), ECEAP Directors were asked which of the twelve types of learning opportunities shown in the chart on the next page (by organizational slot size) are provided for instructional leaders and what additional opportunities they think would be useful. Responses are shown in the chart on the following page.



4.5. Professional Learning Supports for Teachers- 4.5.-1 Training				
Indicators	Pre-k teachers Y all settings/ Y some settings/ N rec/ N		Pre-k teacher Assistants/ Aides Y all settings/ Y some settings/ N	
	Licensed	Exempt	Licensed	Exempt
State ensures integrated foundational training (May include coursework, pre-service or in-service training) of all pre-k teachers and aides in:	Y all settings	N	Y all settings	N
4.5.-1A Early childhood development and pedagogy specific to pre-k				
4.5.-1B Implementing state's pre-k learning and development standards in relation to curriculum	N	N	N	N
4.5.-1C Specific curricula programs use	Y all settings	Y all settings	Y some settings	Y some settings
4.5.-1D Specific assessment tool(s) programs use	Y all settings	Y all settings	Y some settings	Y some settings
4.5.-1E High impact interactions and instruction	Y all settings	Y all settings	Y all settings	Y all settings
4.5.-1F Tool(s) used for classroom observation	Y all settings	Y all settings	Y all settings	Y all settings
4.5.-1G Cultural competence, dual language development and strategies that support the development of children who are dual language learners	N	N	N	N
4.5.-1H Strategies that support the learning of children with special needs in inclusive settings.	N	N	N	N
4.5.1.-1I Strategies for supporting children with challenging behaviors	N	N	N	N
4.5.-1J State provides professional development and education offerings in the preferred language of teachers and staff to support access to opportunities for training and career advancement for a diverse workforce.	N	N	N	N

Description of current training requirements, offerings (including providers, content, modes of delivery – online, in-person), and data available about participation and quality:

4.5.1A -4.5.1J

Child Care Basics is required for all early learning professionals and includes child development and touches on the other topics listed at a very introductory level. As noted previously, curricula training is provided through DEL in partnership with CQEL. See previous answers around the child assessment tool requirements which are fully met. High impact interactions and instruction are covered in CLASS training and TA provided by CQEL staff. CQEL provides ongoing training on CLASS and ECERS.

4.5. Professional Learning Supports for Teachers- 4.5.-2 Job-Embedded Professional Learning (JEPL)		
Indicators	Policy/Support in place? Y all settings/ Y some settings/	Implementation in the field Strong/ Mixed/ Weak/Don't

	N rec/ N		know	
	Licensed	Exempt	Licensed	Exempt
4.5.-2A State requires programs implement job-embedded professional learning for teachers. State requires that:	N	N	Mixed	Mixed
4.5.-2B Programs build time into each teacher’s day/week for planning (outside time spent with children), including planning time with classroom team.	N	N	Strong	Strong
4.5.-2C Programs build time into each teacher’s week/month for collaborative job-embedded professional learning with peers (e.g. professional learning communities, data dialogues, lesson study, etc.).	N	N	Mixed	Mixed
4.5.-2D Instructional leaders participate in/facilitate teacher collaboration routines.	N	N	Weak	Weak
4.5.-2E Supervisors observe and provide regular feedback to teachers.	N	N	Weak	Weak
4.5.-2F Coaching is provided (by supervisor, instructional coach or other instructional leader) at least as a targeted support (e.g. for novice teachers, teachers struggling to improve and meet quality standards, learning a new curriculum or practices, or working with the highest need populations).	Y all settings	Y all settings	Strong	Strong
4.5.-2G If teachers engage with multiple instructional leaders/JEPL providers, systems are in place to ensure strong, regular communication, coordination, and coherency in the content and recommendations from the different leaders/PD providers.	N	N	Mixed	Mixed

Description of current job-embedded professional learning policies and supports for teachers (including JEPL opportunities, frequency, providers, data/information about implementation and quality):

4.5.2. B

While there is not a specific requirement around ensuring that curriculum planning is provided each day/week the majority of contractors implement this. In the May 2017 survey, lead teachers (120 of 635 responded) were asked how much planning time outside the classroom is provided for them by their employer. Almost all (110/97%) said that they have planning time outside the classroom “weekly” or more frequently as shown in the adjoining chart. (Note: The Early Achievers standard calls for planning time for teaching teams one hour per week or four hours per month.¹)

The seven who responded, “less than weekly” noted that: planning time varied; they did this once per month if it didn’t get squeezed out by other duties; and, their program was making up ECEAP hours due to a late start which has limited their usual Friday planning time.

Teachers were also asked if this planning time included the classroom team. Most (89/76%) said yes that they had time for planning with the classroom team. However, about a third (37/32%) said that they did not have planning time with the classroom team.

Teachers were asked to describe their responses. Of those who responded “yes,” 32 responded with comments about when this planning occurred, 8 described activities, and 3 said they did not have enough time for planning. Of those who said no, 8 said that there was not enough time for team planning, and 6 said they did not have enough staff to do this.

Below is the proposed language for the revised standards:

¹ See *Guide to the Interactive Rating Readiness Tool, IRR #31, Page 21*.

Lead teachers and family support staff must complete a minimum of 20 hours^[1] of in-service professional development per year, such as workshops or classes but not including individual mentoring. This can include job embedded professional learning.

Assistant teachers must complete a minimum of 15 hours of professional development per year, such as workshops or classes but not including individual mentoring.^[2] This can include job embedded professional learning.

4.5.2.C

See ECEAP Standard C-20 Required Training. Lead teachers and family support specialists must complete a minimum of 15 hours of professional development per year, such as workshops or classes but not including individual mentoring.

Although it is not a requirement many ECEAP lead teachers participate in collaborative peer learning. As shown in the table to the right, according to the results of a May 2017 survey (120 of 635 lead teachers responded), lead teachers participate in a number of different types of professional learning. Of the peer collaboration types of professional learning, 78 participated in professional learning communities and 70 participated in in-person peer learning and 26 participated in online peer learning.

4.5.2.D

The only data that ECEAP has about this is drawn from the May 2017 Directors survey (20 of 54 directors responded). Slightly more than half of the respondents, noted that instructional leaders participated in teacher peer learning monthly (11). Few met more frequently (weekly -4, twice monthly - 2). One met less than quarterly. DEL is interested in figuring a way that coaching can count towards annual professional development.

ECEAP Lead Teacher Participation in Professional Learning	
Type of Professional Learning	Participants N= 129
Online Peer Learning	26
In-Person Peer Learning	70
Professional learning communities	78
Technical Assistance	26
Coaching	81
Consultation	25
Mentoring	47
Reflective Supervision	41
Observation & Feedback	92

4.5.2. F

This answer is yes because of the coaching requirements in the contract which have been previously listed in this document.

4.5.2.G

Although systems are not in place, May 2017 ECEAP Directors Survey results (20 of 54 directors responded) results indicate that ECEAP programs frequently have multiple positions serving as instructional leaders and that there is coordination among these professionals. All but one of the 20 directors checked multiple responses for the question asking about who serves as their instructional leader. Where there was more than one instructional leader; over half met to coordinate their support for teachers monthly (11) or quarterly; (4) Few meet more often (3); and, two note no meetings among instructional leaders.

^[1] Increasing hours to reflect differentiated training needs for ECEAP Lead Teachers and Family Support staff.

^[2] Adding professional development hours for assistant teachers based on the NIEER quality standards (State of Preschool, 2016). Aligns with Head Start 1302.92.

4.5. Professional Learning Supports for Professional Development Providers – 4.6.-1 Training (including trainers, coaches, and other PD providers for teachers and leaders)						
Indicators	Trainers? Y all settings/ Y some settings/ N rec/ N		Coaches? Y all settings/ Y some settings/ N rec/ N		Other PD Providers? Y all settings/ Y some settings/ N rec/ N	
	Licensed	Exempt	Licensed	Exempt	Licensed	Exempt
State ensures foundational training (May include coursework or training) for professional development providers in: 4.6.-1A Adult learning theory and best practices	Y all settings	N	Y all settings	N	Y all settings	N
4.6.-1B Evidence-based methods for facilitating professional learning specific to their role and responsibilities (i.e. methods for effective training, coaching, facilitating PLCs, etc.).	Y some settings	N	Y some settings	N	Y some settings	N

Description of current training requirements, offerings (providers, content, modes of delivery) and data/information about participation and quality:

4.6.1A

Trainers – all state-approved trainers are required to complete online modules that describe and outline adult learning best practice and effective training. All individuals offering professional development are considered “trainers” so the other columns would also be considered trainers.

4.6.1B

Training is offered to adult educators throughout the year at conferences related to best practice in adult learning. This is available, but not required

4.6. Professional Learning Supports for Professional Development Providers – 4.6.-2 Job-Embedded Professional Learning				
Indicators	Policy/ Supports in place? Y all settings/ Y some settings/ N rec/ N		Implementation in the field Strong/ Mixed/ Weak/Don't know	
	Licensed	Exempt	Licensed	Exempt
4.6.-2A State requires or provides job-embedded professional learning opportunities for professional learning facilitators	Y some settings	N	Mixed	Weak
4.6.-2B Professional learning facilitators have routine individualized job-embedded learning opportunities including observation, feedback, and coaching.	Y some settings	N	Mixed	Weak
4.6.-2C Professional learning facilitators participate in routine job-embedded learning opportunities with their peers to improve their effectiveness in facilitating professional learning and continuous improvement.	Y some settings	N	Mixed	Weak

Description of current job-embedded professional learning policies and supports for professional learning facilitators (including JEPL opportunities, frequency, facilitators, data/information about implementation and quality for different types of professional learning facilitators including trainers, coaches, etc.):

4.6

The quality assurance process for trainers allows for on-site observation and professional development planning for state-approved trainers while completing their work as a trainer. For independent trainers (not contracted by DEL) this is a randomized process and not everyone will receive this feedback within a given year. For trainer contracted by DEL, this job-embedded observation and feedback is completed and recorded a minimum of annually.

In the May 2017 Survey of ECEAP Directors (20 of 54 responded), directors noted that multiple positions serve in instructional leadership roles, including coaches. Although responses are not broken out by specific roles, directors reported that instructional leaders currently receive training (e.g. workshops) in the following areas.

- Tool(s) used for classroom observation in Pre-K (e.g. *CLASS*®, ECERS) - (16)
- Effective teacher- child interactions and instruction in Pre-K - (15)
- Early childhood development and pedagogy - (13)
- Early learning guidelines - (11)
- Strategies that support the learning and development of children with special needs (including challenging behaviors) in inclusive settings - (11)
- Strategies that promote direct service staff wellness and avoidance of burnout - (10)

Analysis:

Threats to existing strong CQI policies or supports:

This year the state legislature cut funding to Early Achievers. These cuts could mean cuts to scholarships accessed by classroom teaching staff and a decrease in readiness supports as well as ongoing coaching. Two areas that must be addressed in order to move forward with strong CQI policies and supports are

- Provider supports and coordinated coaching
 - Continuity of services for providers: Prioritize pre-rating and post-rating services to be provided by the same coach. Changes among support staff negatively impacts coaching outcomes.

- Highly skilled coaches: Knowledgeable and skilled coaches help programs identify and meet program quality goals based on program data. Coaching strategies use data to inform actionable steps, complete observations to inform growth, model successful classroom management and encourage healthy work environments that promotes respect and embraces diversity.
- Connection between quality standards and child outcomes: Pre-rating supports focus on becoming knowledgeable of the Early Achievers Quality Standards and how each standard is tied to child development. Once the site is rated, the focus then shifts to support the facility to use rating data to create an individualized quality improvement plan (QIP) and grow in quality.
- Remedial Support: When a provider doesn't meet their rating goals as mandated in RCW 43.215.100, which happens with approximately 10% of ratings, programs receive intensive coaching and professional development for teachers and facility leadership in the areas that fell below threshold and showed opportunity for growth for six months and funding that is planned in partnership with their coach, to invest in materials to improve child outcomes and overall facility quality and rating.

b. Increased volumes of ratings

The demand for rating is already increasing as mandated timelines approach. Rating capacity is necessary to meet the timelines identified in RCW 43.215.100. Strategies for meeting the need include:

- **Increase the volume of completed ratings** within each rating cohort through additional data collectors and rating efficiencies
- **Implement electronic data collection** to provide DEL more comprehensive ratings data reports to target resources effectively based on facility and community need

This table displays the ratings projections based on actual rating data and historic participant behavior.

Projections	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Initial Rating	398	911	1009	296	296	269
First Renewal Rating	221	399	360	461	874	958
Second Renewal Rating	0	12	78	272	347	362
Third Renewal Rating	0	0	0	4	38	96
Re-Rating (mid- cycle ratings)	131	123	208	266	71	101
Total projected ratings	750	1445	1655	1299	1626	1786

As of September 15, 2017 there are 3,869 participants in Early Achievers. Within this cohort, 2674 have not yet achieved a quality rating. This includes ECEAP, WCCC and private pay providers. 2297 of these providers, or 86% have a timeline to rate between now and December 31, 2019. This figure does not include the several hundred renewal ratings that also need to happen within the same time frame, which could push out the timeline of those 2,297 providers. The current rating capacity is 720 ratings per year. Given that there are only twenty-eight months before the subsidy rating milestone, to meet the timelines for all mandated providers, the departments needs to immediately increase the capacity of the ratings system to an average of 176 ratings per cohort or 1056 per year. This is significant growth.

Challenges and opportunities to improve these CQI policies and supports to programs:

- Standards alignment and proposed WAC: Resources and the heavy lift that it is going to take to implement the supports needed. How timing plays into this. All of these are interdependent of one another.
- Determining how much of child progress as measured on assessments is a result of the intervention vs. child age development

- e. Time, knowledge and skill building. Challenges to strengthening policies re: instructional leadership include need to build knowledge among stakeholders and decision makers of what it is and need to streamline or reduce other requirements of contractors so that not just an additional thing.
- f. Opportunities re: strengthening policies re: instructional leadership in potential for high leverage quality improvement that lessens support needed in other areas.

Considerations for scale/expansion:

- a. As Extended Day models expand, considerations will need to be made for how programs will access certificated/licensed special education staff during the summer.
- b. We will need to figure out how to implement this in family child care settings.

5. Comprehensive Services and Family Engagement

Brief Explanation of Ratings (see user guide for more detail)

Policy in Place?

Yes, all settings- This means that the policy is in place (i.e. state mandates or requires the standard or practice) for all applicable state pre-k programs for 3- and 4- year-olds, whether they are in school-based or private center-based settings. Refer to the policy in the “Description of the current policies” space.

Yes, some settings- This means the policy is in place (i.e. state mandates or requires the standard or practice) for some pre-k programs. It may be for just school-based but not private center-based programs or vice versa. Explain in the “Description of the current policies” space.

No rec- This means the standard or practice is not required of programs by the state, but the state recommends or incentivizes it in some or all settings. Explain in the “Description of the current policies” space. Note: This rating is not applicable to every indicator and so will not appear in each drop-down box as a choice.

No- This means the policy is not in place for state pre-k programs.

Implementation in the field?

Strong- This means the requirement or standard is met in a strong majority of programs (approximately 66% or higher).

Mixed- This means the requirement or standard is met in some programs but not a strong majority (approximately 33%-66%).

Weak- This means the requirement or standard is met in few programs (approximately 33% or less).

Don't Know- This may be a temporary rating when the information is not available at the state level, until more information can be gathered from stakeholders. Or this may remain the rating, when even stakeholders in the field can't report on the strength of implementation of the indicator with any confidence.

Notes for WA team:

Please rate the policies and implementation for ECEAP center and school based pre-k settings. Use the 2 columns to rate licensed and unlicensed ECEAP settings separately. Do not consider family child care in your ratings of the indicators. Rather describe the policies that apply to the family childcare setting related to the category (e.g. Group size/ratio, Curriculum, etc.) as well as the strength of implementation in the description sections below the rating tables. Column for licensed settings refers to ... Applicable policies include: Licensing regulations, ECEAP contract, QRIS standards. Column for unlicensed settings refers to ... Applicable policies include: ECEAP contract.

Ratings and Description:

5.1. Comprehensive Services & Family Engagement

Indicators		Policy in place? Y all settings/ Y some settings/ N rec/ N		Implementation in the field Strong/ Mixed/ Weak/Don't know	
		Licensed	Exempt	Licensed	Exempt
5.1.-1	State requires programs do parental outreach and/or state directly does parental outreach.	Y all settings	Y all settings	Strong	Strong
5.1.-2	State requires programs implement family engagement policies and procedures.	Y all settings	Y all settings	Strong	Strong
5.1.-3	State has research based framework and/or guidance for family engagement practices and outcomes	Y some settings	Y some settings	Mixed	Mixed
5.1.-4	Programs are required to implement practices systematically to include and engage families in children's education (e.g. daily communication, family activities, parent-teacher conferences, open houses, parent education opportunities, etc.)	Y all settings	Y all settings	Strong	Strong
5.1.-5	Programs link families to needed social services, including housing, food assistance, employment, training supports, etc. (Programs may do this by employing family engagement staff and/or through cooperative agreements with other agencies serving children and families.)	Y all settings	Y all settings	Strong	Strong
5.1.-6	Programs incorporate culturally and linguistically appropriate family engagement policies and procedures specifically for families and children whose native language is other than English	N	N	Don't Know	Don't Know

5.1.1

ECEAP Standard B-100 Child Recruitment

Contractors must conduct ongoing recruitment throughout the year to:

- Identify potentially-eligible families in their service area.
- Inform families about ECEAP services.
- Encourage families to apply for ECEAP.
- Maintain a viable waiting list.

The goal of ECEAP eligibility and enrollment standards is to ensure that the children most in need of ECEAP are enrolled, within the state's allotted funding. The Early Learning Management System (ELMS) is designed to guide contractors through this process.

Steps to enrolling a family include recruitment, application, verification of eligibility, prioritization and then enrollment. Not all eligible children will receive ECEAP services. Enrollment depends on the number of available slots for the children on the eligible, prioritized waiting list.

To ensure fair access to ECEAP, Contractors:

- Develop and implement a recruitment process designed to actively inform all families with ECEAP eligible children within the contractor's service area of the availability of ECEAP services.
- Consider linguistic diversity and community needs when developing recruitment strategies.
- Work with neighboring ECEAP and Head Start programs to ensure enrollment of as many eligible, high priority children as possible. This includes joint outreach efforts and referrals.
- Encourage and assist families to apply for admission to the program.
- Verify eligibility of each applicant.

- Prioritize eligible children for enrollment in available slots.
- Maintain prioritized waiting lists so it is possible to quickly refill vacant slots and demonstrate statewide need for ECEAP.
- Ensure that ECEAP funds are only used for services for ECEAP-eligible children.

DEL encourages, but does not require contractors to maintain copies of the documents viewed to determine child eligibility and prioritization.

Contractors must document their recruitment procedure and strategies in ELMS.

5.1.2

ECEAP Standard F-1 Family Support Services

Contractors must provide a minimum of three hours of family support contact per year with each child's parent. Most family support contact must occur face-to-face in the home, school, or other location convenient to the parent. Phone contact may be used when a parent is unable to meet face-to-face or for brief follow-up. Family support contact must start as early in the service year as possible. During family support contact, staff works in partnership with individual families to:

- Assess family strengths and needs.
- Set family goals.
- Assist families in accessing community resources.
- Follow up on progress toward goals.
- Coordinate transitions between ECEAP and home, childcare, and kindergarten.

Staff must maintain written documentation of these discussions, as well as hours of contact.

Each staff person providing family support services may serve no more than 40 families concurrently. Fewer families per staff may be necessary to fully implement ECEAP Performance Standards. The number of families served must be adjusted proportionately when these staff:

- Work less than 35 hours per week.
- Are assigned roles and duties in addition to family support.
- Provide more intensive services based on family needs.
- Travel extensively to meet with families.

ECEAP Standard F-2 Family Support Principles

While providing family support services, staff must:

- Focus on parent and family strengths.
- Build relationships based on mutual respect and equality.
- Acknowledge parents as resources to themselves and others.
- Respect family beliefs, culture, language, and child rearing practices

5.1.3

DEL is currently in the second year of implementation of a pilot using the Mobility Mentoring model. This research-based approach was developed by Economic Mobility Pathways. For 2017, we will continue with the pilot group of 19 contractors. In the spring of 2018 all contractors will attend Mobility Mentoring training. They will begin program planning in the spring of 2018 with full implementation of training for direct service staff in the fall of 2018. An overview of the data collected in this pilot can be found on the contractor's page under [Family Support Pilot Heading](#). Resources include an year one report. Tentative analysis indicates the following information for year two data collection:

At the end of the ECEAP year, families at sites using Mobility Mentoring were significantly more likely than other ECEAP families to respond positively to these ECEAP evaluation questions:

- My family developed goals for important issues in our lives.
- I set financial goals with ECEAP family support staff this year.
- I plan to keep working on my financial goals.
- After ECEAP's support this year, it is easier for me to slow down and think my problems through to a solution.
- I have people I can talk to and know where to go for help if needed.

Children enrolled in sites using Mobility Mentoring had greater gains in language and literacy development than children in other ECEAP sites, even when controlled for poverty level, race and ethnicity, age, primary home language, years in ECEAP, length of class day, single parent, parent education attainment, or starting *GOLD*® score.

5.1.4

ECEAP Standard F-6 Parent Education

Contractors must provide written materials to parents, such as a parent handbook or calendar, to inform parents of program opportunities and policies.

Contractors must offer parent education opportunities, based on families' interests and needs, and developed in collaboration with parents. Topics may include:

- Child development and learning.
- Positive child guidance.
- Communication.
- Balancing work and family.
- Family health, safety, and nutrition.
- Personal safety and prevention of child abuse and neglect.
- Child and adult literacy.
- Kindergarten.
- Leadership and advocacy skills.

The parent education format must be interactive and encourage parents to be resources to each other. Contractors must maintain records of parent education topics and attendance.

In addition to the listed requirements above DEL developed the Families Moving Forward curriculum to build the executive function skills of self-regulation, mental flexibility, and working memory for both children and parents. Executive function skills are very strong predictors of school success, even stronger than IQ. This curriculum addresses an important need in ECEAP. Children living with poverty, abuse or neglect, severe maternal depression, or other unmitigated stressors are at developmental risk. According to The Center on the Developing Child at Harvard University (whose work this curriculum is based on), this [toxic stress](#) "can weaken the architecture of the developing brain, with long-term consequences for learning, behavior, and both physical and mental health." . Since its implementation in the fall of 2015 117 staff have been trained from 37 of the 54 ECEAP. DEL is in the process of completing activities in order for this training to become a promising practice and eventually a research-based approach to supporting families.

ECEAP Standard E-12 Parent-Teacher Conferences

The teacher must meet with each child's parent(s) a minimum of three hours per school year. Conferences may occur in the home, school, or other location convenient to the parent. Conferences must be in person, except phone contact may be used on a limited basis if a parent is unable to meet face-to-face. During conferences, teachers:

- Learn about the family's culture and language.

- Discuss parent and teacher observations of child's development and progress.
- Share screening and assessment results.
- Obtain parent input for program and curriculum planning.
- Jointly plan goals for the child.

Teachers must maintain written documentation of these discussions.

ECEAP Standard F-5 Parent Involvement

Contractors must ensure that parents are invited to participate in ECEAP activities, such as:

- Classroom volunteering.
- Site or classroom committees.
- Parent Policy Council (A-6).
- Self-assessment of ECEAP Compliance (A-8).
- Program review (A-9).
- Family events.

Contractors must ensure that parents have opportunities for input into planning:

- Curriculum (E-5).
- Menus (D-15)
- Parent or family events.

Contractors must allow parents free access to all areas of their child's classroom during normal hours of operation, except as excluded by court order.

ECEAP Standard F-7 Parent Leadership Development

Contractors must provide opportunities for parents to develop leadership skills, including:

- Supporting parents to advocate for their child.
- Encouraging participation on Parent Policy Council (A-6), Health Advisory Committee (A-5), and other committees.

5.1.5

ECEAP Standard F-4 Resources and Referrals

Contractors must inform parents about community resources and provide assistance in accessing resources, such as housing, energy assistance, legal services, health or dental care, mental health, chemical dependency, domestic violence services, childcare, food, clothing, parenting, adult education, adult literacy, or job skills. Staff must document referrals and follow-up.

5.1.6

While there are not specific policies that speak to this issue through the DLL survey we know that there are many staff in family support roles who speak families home languages (see graphic below). However, ECEAP does not have requirements that speak specifically to this and we do not have comprehensive information about contractor implementation.

Below is the proposed language (in italics) in the revised ECEAP Performance Standards which, once finalized, could be implemented in July of 2018 :

Family Support Staff must have the knowledge, skills and abilities to:

- *Build relationships with families that are positive and goal-directed.*
- *Identify and assess family strengths and goals.*
- *Coordinate services for families.*
- *Link families to community resources.*
- *Support family involvement activities.*
- *Establish mutual trust with families.*
- *Coach families toward self-sufficiency.*
- *Increase the family's knowledge in advocacy, transition, leadership and parenting.*
- *Understand family and relationship development cycles.*
- *Recognize influences of diversity and culture.*
- *Cultivate community partnerships*
- *Work with the family as a system.*
- *Demonstrate acceptance of all types of family groupings and use materials that reflect nontraditional families.*

5.1.-7	Programs have access to mental health consultation to support development of children with social-emotional & behavioral challenges	Y all settings	Y all settings	Strong	Strong
5.1.-8	Each child receives annual vision, hearing, and health screening	Y all settings	Y all settings	Strong	Strong

Description of current policies (reference to laws/regulations/policies or other evidence):

5.1.7

ECEAP Standard C-17 Mental Health Consultant Role

Contractors must have access to a mental health consultant who is available to:

- Observe and/or screen children regarding behavior, emotional needs, and mental health.
- Work collaboratively with parents to address their child's mental health issues.
- Consult with staff regarding classroom support and interventions for children.
- Refer children and families to local mental health services.
- Consult with and train staff as needed on topics, such as:
 - Classroom environment, practices, and activities to promote social and emotional development.
 - Early identification of behavioral disorders, atypical behavior, and child abuse.
 - Specific interventions to address identified behavioral and mental health needs.

ECEAP Standard C-18 Mental Health Consultant Qualifications

The mental health consultant must meet one of the following qualifications:

- Licensed by the Washington State Department of Health as a mental health counselor, marriage and family therapist, social worker, psychologist, psychiatrist, or psychiatric nurse; or
 - Approved by the Washington State Department of Health as an agency-affiliated or certified counselor, with a master's degree in counseling, social work or related field; or
- Credentialed by the Washington State Office of the Superintendent of Public Instruction as a school counselor, social worker, or psychologist

Other Health Care			
	Mental health consultation for staff or parent about the child's behavior or mental health	511	5%
	Received vision care as a result of screening	240	2%
	Received hearing care as a result of screening	71	1%

5.1.8

ECEAP Standard D-7 Health Screening

Children who have not had a health screening within the last six months must be screened within 90 calendar days of their first day in the classroom for:

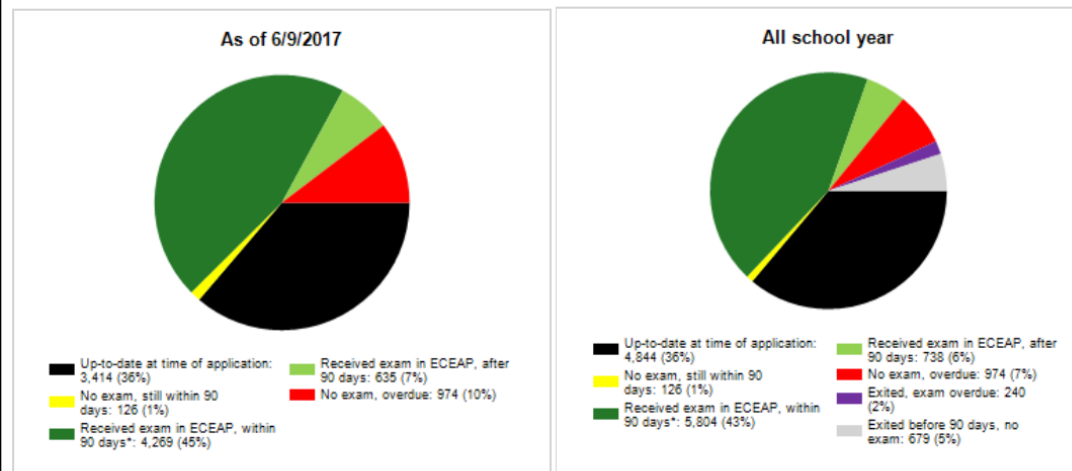
- Vision and hearing.
- Height and weight.
- Special health needs.

Contractors must:

- Document the screening results.
- Inform parents when health issues or developmental concerns are suspected or identified in their child.
- Make appropriate referrals based on screening results.

Medical Care					
Has medical home prior to ECEAP year	10,290	91%	Has medical home at exit	11,185	99%
Has medical coverage prior to ECEAP year	10,674	95%	Has medical coverage at exit	11,241	100%
Up-to-date on well-child exam prior to ECEAP year	6,267	56%	Up-to-date on well-child exam at exit	10,326	92%
			Received medical treatment	102	1%
			Received an individualized health plan for chronic illness	812	7%
Immunization Status					
Fully immunized prior to ECEAP year	7,759	69%	Fully immunized at exit	10,780	96%
Exempt prior to ECEAP year	160	1%	Exempt at exit	282	2%
Dental Care					
Has dental home prior to ECEAP year	9,435	84%	Has dental home at exit	10,994	97%
Has dental coverage prior to ECEAP year	10,477	93%	Has dental coverage at exit	11,216	99%
Up-to-date on dental screening prior to ECEAP year	4,412	39%	Up-to-date on dental screening at exit	10,604	94%

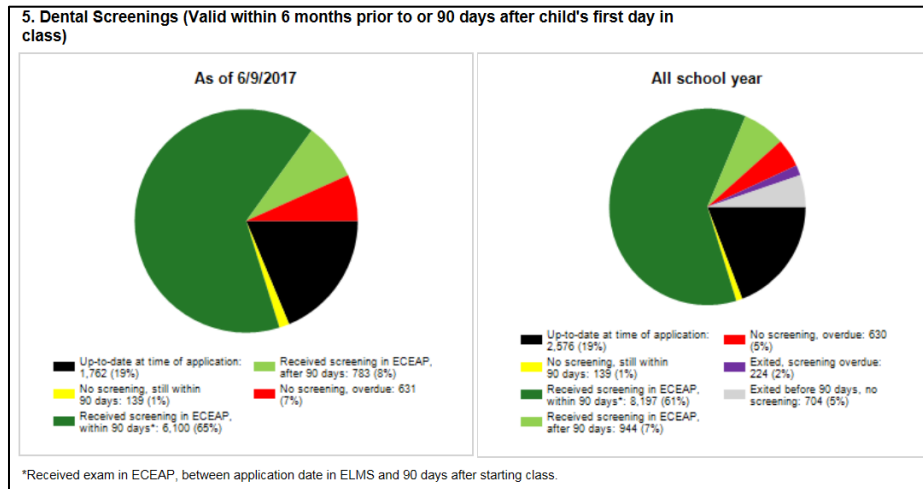
4. Well-Child Exams (Valid within 12 months prior to or 90 days after child's first day in class)



*Received exam in ECEAP, between application date in ELMS and 90 days after starting class.

ECEAP Standard D-8 Dental Screening

Contractors must work with parents to ensure that children who have not had a dental exam within the last six months receive a dental exam, or screening by a dental hygienist, within 90 days of their first day in the classroom. Contractors must retain a copy of the screening or exam record in the child's file.



Description of implementation in the field/Explanation of ratings above:

Staff input information from this section into ELMS. There are reports that they and DEL can pull at the site and contractor level.

Analysis:

Current strategies or plans to improve comprehensive services, policies or implementation:

Family support pilot and state-wide implementation of the Mobility Mentoring approach and one common family assessment state-wide.

Consideration for scale/expansion:

- Washington will need to identify ways to fund and support comprehensive services and family engagement in mixed delivery (i.e. ECEAP and child care centers and homes).
- Consider the state take a more active role in parental outreach and recruitment from the stance of why high quality EL opportunities matter and why parents should be seeking out these experiences.
- Continued work around supporting the implementation of Mobility Mentoring and the potential layering of other supports (The Prosperity Agenda and Families Moving Forward) in a system that provides the needed supports in a timely way.

6. Evidence of System Quality and Effectiveness

Brief Explanation of Ratings (see user guide for more detail)

Independent evaluation in place? In the Independent Evaluation subsection, the first two indicators ask if an independent evaluation has been conducted, is in progress, or is planned for the state pre-k program and whether the state is working with researchers to ready the program for evaluation. The other indicators are about what's included in this evaluation and how the results are used/will be used.

Yes, all settings- The independent evaluation conducted, in progress, planned for (and the quality indicators about the evaluation) applies to all settings (i.e. at least a sample of both school-based and private-, center-based programs).

Yes, some settings- The independent evaluation conducted, in progress, planned for (and the quality indicators about the evaluation) applies to some but not all settings (i.e. sample of school-based programs but not private-, center-based programs, or vice versa).

No- These indicators are not met, in progress, or planned for the state pre-k program.

Evidence suggests program efficacy is:

Strong- This means there are statistically significant positive effects on most tools, in most domains, and in most settings.

Mixed- This means there are statistically significant positive effects on some tools, in some domains, and/or in some settings.

Weak- This means there are few to no statistically significant effects or there are statistically significant negative effects on some tools, in some domains, and/or in some settings.

Equitable access and outreach- Analyses conducted?

Yes internally- This means this data has been analyzed internally by the state agency.

Yes independently- This means this data has been analyzed by external researchers or evaluators.

Yes both- This means this data has been analyzed both internally by the state as well as independently by external researchers or evaluators.

No- This means this data has not been collected and/or not been analyzed by either the state or by external researchers or evaluators.

Evidence suggests equitable access and outreach?

For equitable participation rates by subgroup:

Yes- This means this subgroup(s) participates in the pre-k program in proportion to their representation in the eligible population (proportions are within 10%).

No- This means this subgroup does not participate in the pre-k program in proportion to their representation in the eligible population (proportions differ by more than 10%).

Don't know- Enter "don't know" if this data has not been collected and/or not been analyzed.

For attendance:

Yes- This means most programs across the state have at least an 85% average daily attendance rate. Most programs are making significant progress in lowering chronic absenteeism (missing 10% or more school days) in each subgroup.

No- This means most programs across the state do not have at least an 85% average daily attendance rate. And/or most programs are not making significant progress in lowering chronic absenteeism (missing 10% or more school days) in each subgroup.

Don't know- Enter "don't know" if this data has not been collected and/or not been analyzed.

Teaching quality- Analyses conducted?

Yes internally- This means this data has been analyzed internally by the state agency.

Yes independently- This means this data has been analyzed by external researchers or evaluators.

Yes both- This means this data has been analyzed both internally by the state as well as independently by external researchers or evaluators.

No- This means this data has not been collected and/or not been analyzed by either the state or by external researchers or evaluators.

Evidence suggests teaching quality is strong/mixed/weak?

For positive trends in teaching quality:

Strong- This means that across the state pre-k classrooms, there are positive trends on most tools, in most domains/dimensions/ subscales, and in most settings.

Mixed- This means there are some positive trends on some tools, in some domains/dimensions/subscales, and/or in some settings.

Weak- This means there are few to no positive trends or there are negative trends on some tools, in some domains/dimensions/subscales, and/or in some settings.

For teaching quality is in the moderately high to high range:

Strong- This means 66% or more programs achieved these scores in these tools/domains in most of their classrooms.

Mixed- This means 33-66% of programs achieved these scores in these tools/domains in most of their classrooms.

Weak- This means less than 33% of programs achieved these scores in these tools/domains in most of their classrooms.

Child outcomes- Analyses conducted? There are two columns for analyses conducted for child outcomes. One for analyses of formative assessment data (e.g. GOLD or COR) and another for valid, reliable direct assessment data (e.g. Woodcock-Johnson or PPVT).

Yes internally- This means this data has been analyzed internally by the state agency.

Yes independently- This means this data has been analyzed by external researchers and evaluators.

Yes both- This means this data has been analyzed both internally by the state as well as independently by external researchers or evaluators.

No- This means this data has not been collected and/or not been analyzed by either the state or by external researchers or evaluators.

Evidence suggests child outcomes are strong/mixed/weak?

Strong- This means that across the state pre-k classrooms, there are positive trends on most tools, in most domains, and in most settings.

Mixed- This means there are some positive trends on some tools, in some domains, and/or in some settings.

Weak- This means there are few to no positive trends or there are negative trends on some tools, in some domains, and/or in some settings.

Notes for WA team:

Please rate the policies and implementation for ECEAP center and school based pre-k settings. Use the 2 columns to rate licensed and unlicensed ECEAP settings separately. Do not consider family child care in your ratings of the indicators. Rather describe the policies that apply to the family childcare setting related to the category (e.g. Group size/ratio, Curriculum, etc.) as well as the strength of implementation in the description sections below the rating tables. Column for licensed settings refers to ... Applicable policies include: Licensing regulations, ECEAP contract, QRIS standards. Column for unlicensed settings refers to ... Applicable policies include: ECEAP contract.

Ratings and Description:

6.1. Independent Evaluation				
Indicators		Independent evaluation in place? Yes, all settings/ Yes, some settings /No		Evidence suggests that program efficacy is: Strong/ Mixed/ Weak
		Licensed	Exempt	Licensed Exempt
6.1.-1	An independent evaluation of the efficacy of the state pre-K program has been conducted/ is in process/ is planned for once new model in place	N	N	Weak Weak
6.1.-2	State is partnering with researchers to ready program for independent evaluation	N	N	
6.1.-3	Evaluation included/includes/will include measures of both program quality and child progress	N	N	
6.1.-4	Program evaluation results are used for state-level program improvement (e.g. to inform professional development for teachers and program administrators, to target resources, etc.)	N	N	

Description of evaluation conducted, in process, or planned for:

While DEL does not meet the criteria in Independent Evaluation, it is worth mentioning that in 2014 the Washington State Institute for Public Policy (WSIPP) conducted a comprehensive retrospective outcome evaluation and return on investment analysis. The study stated, “We found that ECEAP has a positive impact on third, fourth, and fifth grade test scores. ECEAP’s impact on test scores is almost twice as large as the average effect we found when we reviewed research on early childhood programs in other states.” You can find the full report [here](#).

Additionally, the University of Washington in partnership with DEL completed a validation study of the Early Achievers quality rating and improvement system for the state on a small number of providers. The purpose of the Early Achievers Standards Validation Study was to examine how Early Achievers’ quality standards are related to outcomes for children, and to help inform potential adjustments to the Early Achievers quality rating and improvement system. The sample size is approximately 100 sites and 761 children ages 8 months to 71 months. Data for this evaluation were collected in 2014 and 2015.

Findings:

- Children from low income households start out, on average, performing lower than those in higher income families.
- Infants, toddlers, and preschool-age children make greater gains in sites with higher-level Early Achievers ratings than in sites with lower ratings across a range of outcomes, including language and fine motor development, even after controlling for other factors that influence educational achievement.
- Specific components of Early Achievers scoring show that we’re on the right track.
 - Measures of instructional support, classroom organization, and emotional support are associated with gains in language, early math, and early writing among pre-school children.
 - Measures of supportive learning environment are associated with gains in skills needed for language, cognitive, and social-emotional development among infants, toddlers, and preschool-age children.
- A majority of teachers and directors participating in the evaluation reported being satisfied/very satisfied with the Early Achievers rating process, and most reported positive changes in program practices since enrollment in Early Achievers.

Recommendations for the future:

- More professional development opportunities should be available, including professional development in supporting dual language learners, positive behavior supports (reduce expulsion) and support for provider well-being.

- Continue to and increase support for implementation of research-based curricula including training and coaching to fidelity.
- Environmental Rating Scale—improves the scoring system so that providers receive points for all eligible elements of quality.
- Consider ways to streamline data collection and data entry in the Early Achievers rating process. Provide ongoing evaluation of Early Achievers and quality standards related to child outcomes.

You can find the entire study here: [Early Achievers Standards Validation Study](#), and the Executive Summary here: [Early Achievers Standards Validation Study Executive Summary](#).

6.2. Equitable access and effective outreach					
Indicators			Analyses Conducted? Y internally/ Y independently/ Y both/ N		Evidence suggests equitable access and outreach: Yes/No/Don't know
			Licensed	Exempt	
State has data demonstrating equitable participation rates in state pre-k by:			Y both	Y both	Yes
6.2.-1	Ethnicity		Y both	Y both	Yes
6.2.-2	DLL status		Y both	Y both	Yes
6.2.-3	Special needs status		Y both	Y both	Yes
6.2.-4	Geography		Y both	Y both	Yes
6.2.-5	Other factors (e.g., homelessness)		Y both	Y both	Yes
6.2.-6	State pre-k program has high attendance rates (and low chronic absenteeism) across all subgroups		N	N	No

Description of current evidence:

This is possible through the ELMS system. Below are screen shots of examples from reports that DEL uses to inform practices, monitor and provide ongoing technical assistance to contractors.

6.2.1

The screen shot below provides of summary of the data collected on child ethnicity. Additionally, there is a breakdown of Hispanic, American Indian/Alaska Native, Asian and Native Hawaiian or Other Pacific Islander groupings. The Tribal breakdown includes 47 different tribal languages.

Race and Ethnicity - Summary					
Hispanic/Latino of any race	266	40.1%	Native Hawaiian/Other Pacific Islander, not Hispanic	13	2.0%
American Indian/Alaska Native, not Hispanic	16	2.4%	Two/more races, not Hispanic	39	5.9%
Asian, not Hispanic	17	2.6%	White, not Hispanic	266	40.1%
Black/African American, not Hispanic	46	6.9%	Other, not Hispanic	0	0.0%

6.2.2

Primary Home Language						
English	372	63.8%	Russian	3	0.5%	
Spanish	177	30.4%	Samoan	0	0.0%	
Amharic	3	0.5%	Somali	4	0.7%	
Arabic	11	1.9%	Tagalog	0	0.0%	
Chinese	1	0.2%	Vietnamese	0	0.0%	
Marshallese	0	0.0%	Other	10	1.7%	
Punjabi	2	0.3%				

6.2.3

Child Risk Factors					
On IEP prior to ECEAP year	46	7.9%	Professional referral to ECEAP	31	5.3%
Referred for evaluation by ECEAP	0	0.0%	Chronic health condition	39	6.7%
On IEP at any time during this school year	49	8.4%	Low birth weight, less than 5.5 pounds	37	6.3%
Child has a parent/current guardian ...					
Who is developmentally or physically disabled	48	8.2%	Who is a migrant worker	66	11.3%
Experiencing mental health issues	84	14.4%	Who was under age 18 when this child was born	18	3.1%
Incarcerated in jail, prison or a detention center	31	5.3%	Who completed 6th grade or less	88	15.1%
Currently active duty military	9	1.5%	Who completed 7th to 12 grade, no diploma or GED	160	27.4%
Currently or recently deployed to a combat zone	5	0.9%	Who was employed for wages in the past year	428	73.4%
Currently in National Guard/Military Reserves	4	0.7%			
Family Risk Factors - current or previous involvement					
CPS/FAR/ICW	79	13.6%	Domestic violence	73	12.5%
Substance abuse	46	7.9%	Family Isolation	93	16.0%

6.2.4, We pay close attention to this and are driving it with our saturation study and expansion process. You can find details about the ECEAP saturation study for this year near the top of the contractor page [here](#).

6.2.5

Living Situation <i>These do not total 100% because a child may have more than one living situation.</i>					
Single Parent/Guardian	245	42.0%	Foster Care	13	2.2%
Two Parents/Guardians in one household	290	49.7%	Legal guardian - not foster or relative	4	0.7%
Two Parents/Guardians in two households	17	2.9%	Kinship Care	21	3.6%
Homeless at any time during this school year	38	6.5%	Guardian changed during school year	0	0.0%
Homeless within 12 months prior to application	26	4.5%			

6.2.6,

Currently DEL does not have data for this. However, a digital system for collecting attendance is in the process of being built to collect child attendance statewide.

6.3. Teaching quality					
Indicators		Analyses Conducted?		Evidence suggests that teaching quality is:	
		Y internally/ Y independently/ Y both/ N		Strong/ Mixed/ Weak/ NA	
		Licensed	Exempt	Licensed	Exempt
6.3.-1	Evidence of positive trend in the levels of classroom process/teaching quality in all domains and dimensions	Y both	Y both	Mixed	Mixed
6.3.-2	Program evaluations show that classroom process/teaching quality is in the moderately high to high range in the majority of classrooms	Y both	Y both	Mixed	Mixed
6.3.-3	CLASS- Emotional Support scores in the moderately high to high range (>5)	Y both	Y both	Strong	Strong
6.3.-4	CLASS- Classroom Organization scores in the moderately high to high range (>5)	Y both	Y both	Strong	Strong
6.3.-5	CLASS- Instructional Support scores in the mid to high range (>4)	Y both	Y both	Weak	Weak
6.3.-6	ECERS (>5)	Y both	Y both	Weak	Weak

Description of current evidence:

6.3.1

Data collection and evaluation in Early Achievers currently occurs every three years. During data collection, every ECEAP classroom is sampled with the Environment Rating Scale (ERS) and the Classroom Assessment Scoring System (CLASS). This is the first year that providers have reached the three year mark and are renewing their ratings. We are in the process of building a report that will show growth over time. Currently the DEL and CQEL team both analyze the collected data and final scores from rated sites. This analysis informs supports going out into communities and potential changes or updates to the Early Achievers system.

6.3.2,

Of the rated ECEAP sites,

- 317 sites had been rated in ECERS, 31 had ECERS scores greater than 5 (9.8%)
- 315 sites had been rated in CLASS-PK Emotional Support, 312 had CLASS-Emotional Support scores greater than 5 (99.0%)
- 315 sites had been rated in CLASS-PK Classroom Organization, 260 had CLASS-Classroom Organization scores greater than 5 (82.5%), not included in this count are the 8 sites that scored exactly 5
- 315 sites had been rated in CLASS-PK Instructional Support, 24 had CLASS-Instructional Support scores greater than 4 (7.6%), not included in this count are the 6 sites that scored exactly 4

*Counting rules:

Sites included are only ECEAP sites. That is to say, sites that were flagged as ECEAP at the time of the rating are included. Only sites with assessments in ECERS and/or CLASS-PK as specified in your request were brought into the dataset. A site may have multiple ratings (via variations of re-rates). Thus, a site's most recent rating was brought in to the dataset. Rating assessment is conducted at a site's classroom level. These scores were averaged to the site level.

6.4. Child Outcomes						
Indicators	Analyses conducted for formative and/or teacher reported assessments? Y internally/ Y independently/ Y both/ N		Analyses conducted for valid and reliable direct child assessments? Y internally/ Y independently/ Y both/ N		Evidence suggests that child outcomes are: Strong/ Mixed/ Weak/ NA	
	Licensed	Exempt	Licensed	Exempt	Licensed	Exempt
6.4.-1 Evidence of positive trend in child outcomes (e.g., in Kindergarten Entry Assessments and/or in assessments completed in preschool) across all sub groups	Y both	Y both	N	N	Strong	Strong
6.4.-2 Program evaluations show that children across all subgroups make significant gains in multiple domains across the preschool year(s)	Y both	Y both	N	N	Strong	Strong
6.4.-3 Program evaluations show that achievement gains and other positive outcomes (including social-emotional development) for preschool participants persist into the early elementary years	Y both	Y both	N	N	Strong	Strong

Per the Ounce:

Formative assessments and/or teacher reported assessments would include things like the GOLD. They are mostly to inform instruction but can be aggregated at the state level. They are usually done by teachers observing children and collecting evidence of their learning. Direct assessments would include things like the Woodcock-Johnson or the Peabody-Picture Vocabulary Test. They are more often used in research and so might be completed by a local evaluator (on a sample of students). They are more like a “test” where the person administering the tool asks the child to complete specific tasks or respond to specific materials.

Description of current evidence:

6.4.1, Details about positive trends in child outcomes can be found in the Annual Outcomes report which can be found [here](#) . Below are tables created by the ECEAP data team used in analysis in 2014-15, 2015-16 and 2016-17 years. The chart below refers to WaKIDS which is the **Washington Kindergarten Inventory of Developing Skills (WaKIDS)**. It is a transition process that helps to ensure a successful start to the K-12 experience and connect the key adults in a child’s life. There are three components in this assessment process. They include:

1. [Family connection](#) welcomes families into the Washington K-12 system as partners in their child’s education.
2. [Whole-child assessment](#) helps kindergarten teachers learn about the skills and strengths of the children in their classrooms so they can meet the needs of each child.
3. [Early learning collaboration](#) aligns practices of early learning professionals and kindergarten teachers to support smooth transitions for children.

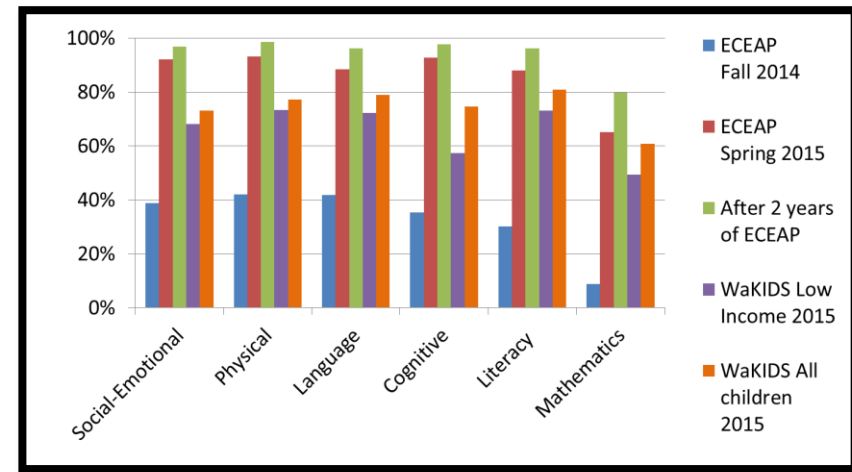
2014-15 Kindergarten readiness

The bars (all results are percentages of children assessed who were ready for kindergarten)

1. BLUE - November 2014 GOLD results, for 5,202 ECEAP children in their year before kindergarten.
2. RED - April – May 2015 GOLD results, for 5,201 ECEAP children age eligible for kindergarten in fall 2015.
3. GREEN - April – May 2015 GOLD results for 129 who completed two full school years of ECEAP.
4. PURPLE - Fall 2015 WaKIDS results for low income children only.
 - Note that low income is up to 185% FPL, while ECEAP eligibility is 110% FPL. Also, note that the low income (purple) group includes the children who were in ECEAP and Head Start the previous year.
5. ORANGE - Fall 2015 WaKIDS results – all children.

SUMMARY:

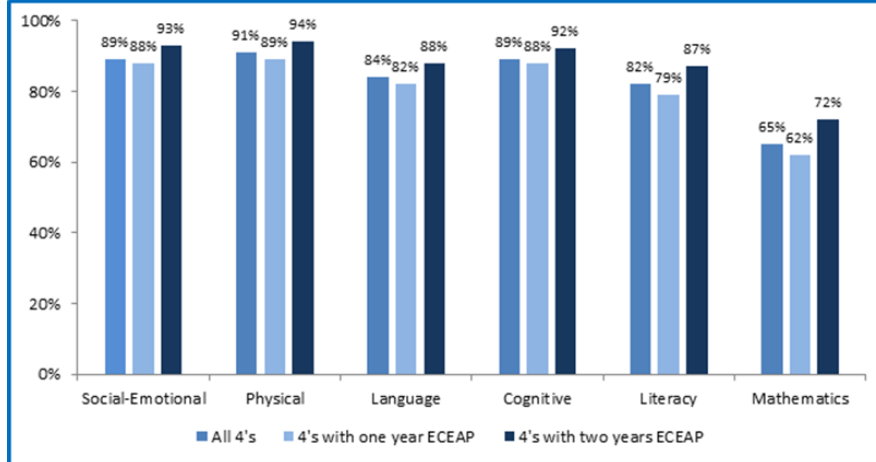
6. Few children start their Pre-K year in ECEAP with kindergarten entry skills.
7. At the end of one year of ECEAP, the percentage of ECEAP children with kindergarten entry skills exceeds the rate for all WaKIDS children.
8. For the 129 children with two years of ECEAP, the results are remarkably higher.



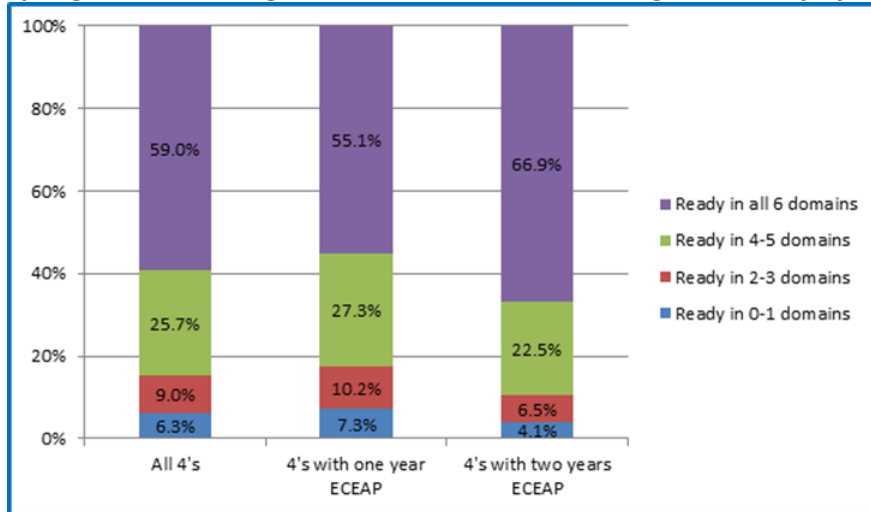
2015-16 Kindergarten readiness

Developmental Domain	ECEAP Pre-K (4-year-olds)			
	Fall 2015 (all 4's) (November) n≈6,193	Spring 2016 (all 4's) (April-May) n≈6,193	Spring 2016 4's who received one year of ECEAP n≈6,069	Spring 2016 4's who received two years of ECEAP n≈124
Social-Emotional	42.5%	90.7%	90.6%	94.4%
Physical	44.8%	93.1%	93.0%	96.8%
Language	47.1%	88.3%	88.2%	91.4%
Cognitive	40.5%	90.3%	90.2%	93.5%
Literacy	34.4%	85.8%	85.7%	91.1%
Mathematics	12.0%	63.7%	63.5%	75.0%

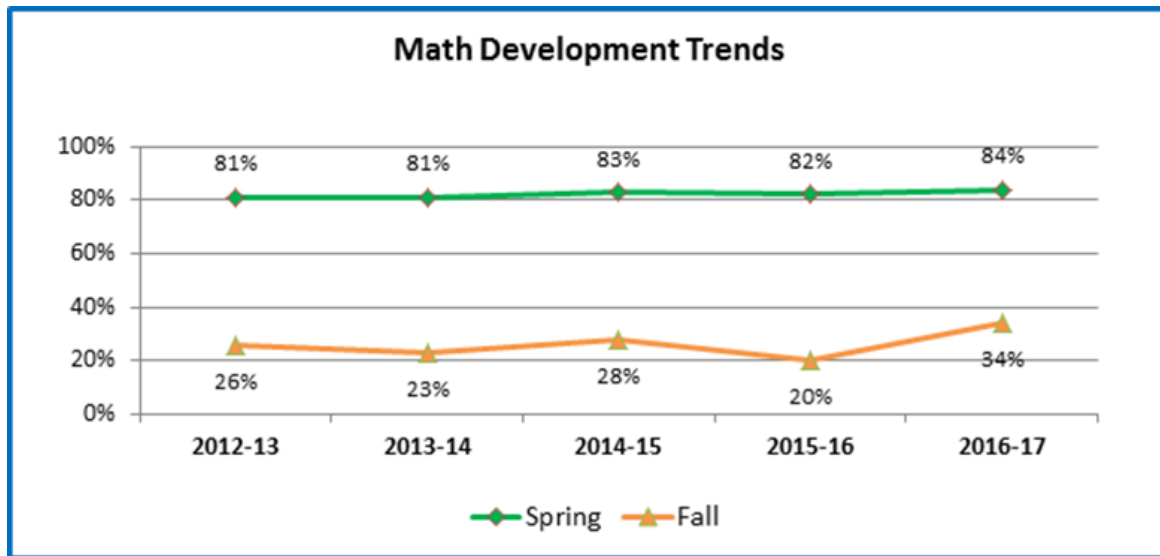
Spring 2017 Percentage of ECEAP 4's Who Are Kindergarten Ready by Domain



Spring 2017 Percentage of ECEAP 4's Who Are Kindergarten Ready by Number of Domains



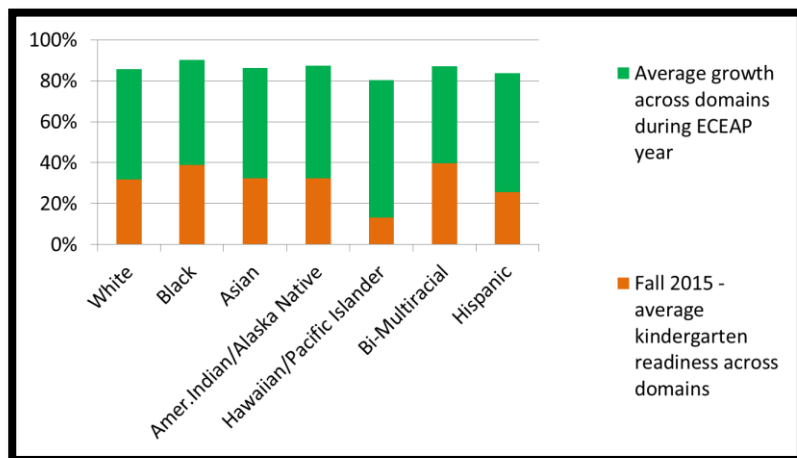
DEL also tracked change over time by each domain. Here's the math example for all 3's and 4's. It is the percentage meeting or exceeding widely held expectations for their age.



6.4.2 Children across all subgroups 2014-15

The chart below shows the fall 2014 GOLD results for ECEAP children by race, averaged across domains, and the growth during the ECEAP year using the GOLD Readiness for Kindergarten Entry (for pre-k children) benchmark. Please see the handout for details by domain.

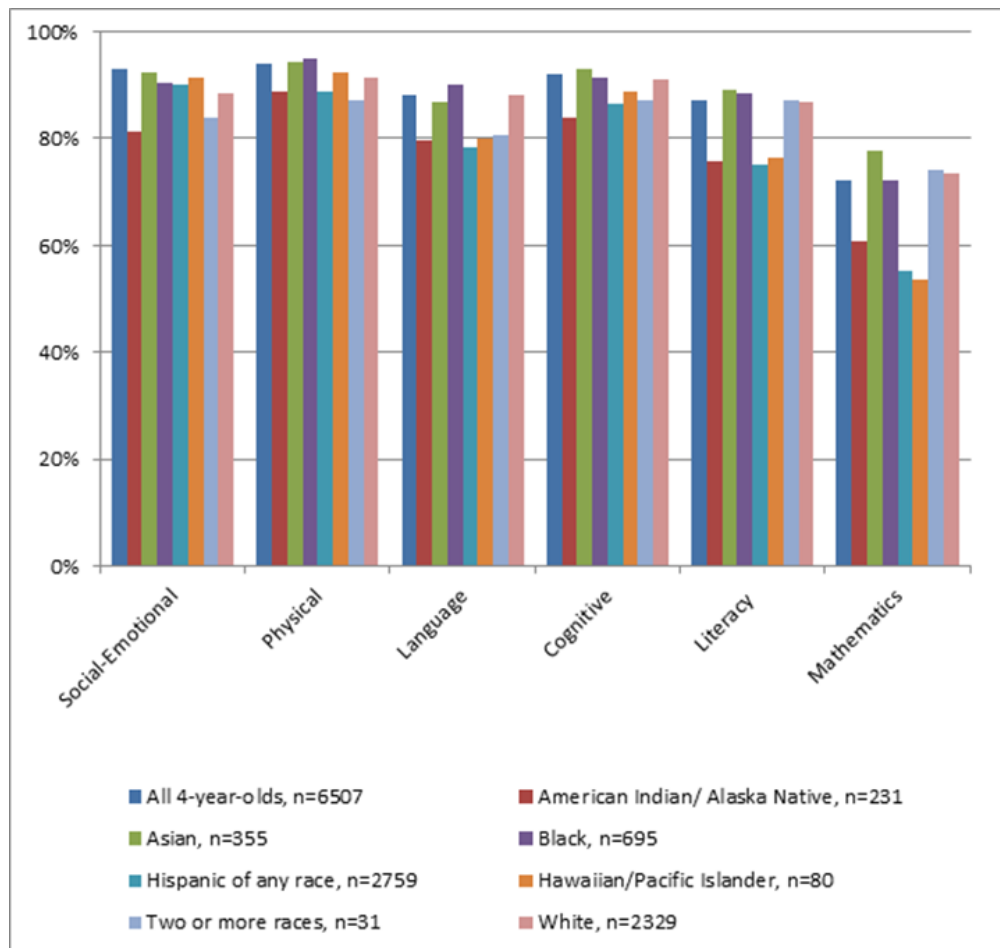
These results include children who attended ECEAP for at least six months and for whom race or ethnicity data was associated with their GOLDTM record.



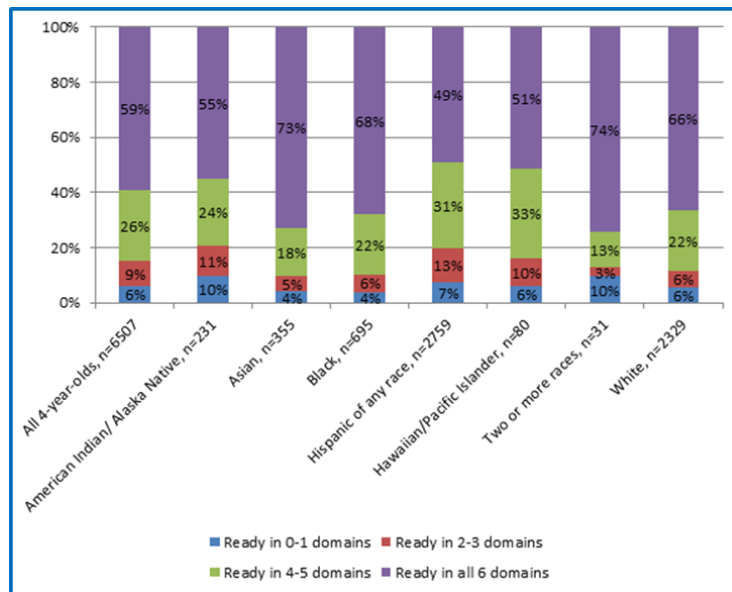
2015-16 *For privacy purposes, we do not report results for subgroups with less than 10 children.

	American Indian/ Alaska Native	Asian	Black	Hispanic of any race	Multiracial	Pacific Islander	White
	n≈244	n≈115	n≈451	n≈2,635	n≈40	*	n≈4,016
Social- Emotional	92.2%	90.0%	92.1%	90.9%	90.2%	*	90.1%
Physical	93.0%	96.7%	94.7%	93.2%	100%	*	92.4%
Language	92.2%	92.4%	92.6%	84.6%	97.6%	*	87.4%
Cognitive	92.1%	94.8%	92.5%	88.0%	97.4%	*	89.4%
Literacy	87.7%	93.5%	92.1%	79.2%	97.4%	*	83.9%
Mathematics	71.0%	69.8%	74.2%	53.4%	65.0%	*	61.0%

Spring 2017 4's by Race Percentage Kindergarten Ready by Domain

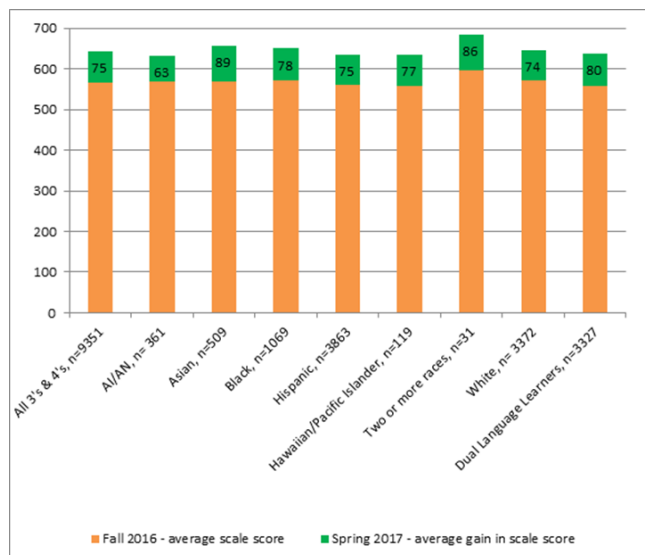


Readiness by Race at End-of-ECEAP Spring 2017



When we break down our data into race, ethnicity, and language subgroups, we see a positive trend from fall to spring in all groups:

Average Growth Across Domains



6.4.3

The gains children make in ECEAP are maintained into elementary school. This was established in the [WSIPP report](#) which found that ECEAP has a positive impact on third, fourth, and fifth grade test scores. It is also evident in the table below which shows that ECEAP children enter kindergarten with higher WaKIDS scores than low-income children as a whole.

Percentages Ready for Kindergarten by Domain (2015)
Spring of ECEAP Pre-K Year, Fall of Kindergarten Year

Developmental Domain	ECEAP Pre-K (4-year-olds)	WaKIDS (at kindergarten entry)		
	Spring 2015 n≈4,441	Fall 2015 ECEAP children only N=4,441	Fall 2015 Low Income only n≈23,793	Fall 2015 All WaKIDS n≈41,755
Social-Emotional	92.0%	71.8%	68.1%	73.2%
Physical	93.1%	77.5%	73.4%	77.3%
Language	88.3%	75.8%	72.3%	78.9%
Cognitive	91.9%	71.5%	67.4%	74.6%
Literacy	87.1%	77.7%	73.2%	80.9%
Mathematics	64.0%	53.6%	49.4%	60.8%
Ready in 6 of 6 domains	59.4%	36.9%	33.7%	44.2%

Analysis:

Challenges and opportunities to improve equitable access and participation:

- A known current challenge is the lack of ability to report statewide attendance levels for ECEAP children. While DEL has worked to create an electronic attendance system the lack of sustainable funding has put DEL behind in this area of data collection.
- The timeline for evaluation and improvement is long in relation to policy change and expectations around the amount of time it takes to implement new approaches and quality initiatives : i.e. it takes time for results and policymakers sometimes insist on immediate results that are not in alignment with research work and implementation.
- Improving the pipe line of diverse staff ready to teach in high quality early learning classroom. Currently there are not nearly as many programs at the BA level easily available to the staff that need them.

Most significant challenges to improve pre-k teaching and learning:

- a. Workforce development and compensation
- b. Shortage of facilities
- c. Completion of the state attendance system
- d. Funding to increase dosage (percentage of Full School Day and Extended Day opportunities, vs. Part Day.
- e. State administrative capacity to enhance training and monitoring.

Most significant opportunities to improve pre-k teaching and learning:

By July of 2017, we will have five years of full ECEAP participation in TSG child assessments. We have increased our ability to obtain extensive raw assessment data each year. This will allow DEL to strengthen its analysis of positive trends in child outcomes. Additionally, the completion of the WA Compass monitoring system will connect ECEAP, Early Achievers and child care licensing monitoring ~~so~~ to better integrate monitoring data related to program quality