

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Child Outcomes

Overview

WAC: This section defines expectations about developmental screening, school readiness and kindergarten transition. The focus is on connecting families to community resources as early learning programs communicate with families about the importance and availability of developmental screening and kindergarten transition to improve child outcomes.

Early Achievers: In Early Achievers, providers may show quality when they work with families to help all children in their care receive developmental screening. Providers may also give families referrals to community resources specific to their needs or goals. When needed, providers will help families with kindergarten registration.

ECEAP: Positive child outcomes are supported by the requirement that all children in ECEAP receive an approved developmental screening, are referred for further evaluation if needed, and they and their family are supported throughout the process. Ongoing observation and assessment of each child by qualified classroom staff ensures children and families receive the support they need as they move through ECEAP and into kindergarten.

Key:

New requirement.

Federal or state requirement.

Child Outcomes		
Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0055 Developmental screening, communication to parents or guardians</p> <p>1) An early learning provider must inform parents or guardians about the importance of developmental screenings for each child from birth through age five. An early learning provider must keep documentation of this communication in</p>	<p><i>Progression from WAC 170-300-0055</i></p> <p>An early learning provider may demonstrate quality by completing any of the following activities:</p> <p>1. Providing evidence of a policy¹ to partner with parents to ensure that all children receive developmental screening within the first 45</p>	<p><i>Progression from WAC 170-300-0055</i></p> <p>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</p>

Early Achievers Rationale:

¹This standard has been changed from one standard to three to reflect a progression within Early Achievers and partnering with parents. Providers may choose any or all of the standards to demonstrate quality improvement. An early learning provider is also able to accept screening done by the parent, Help Me Grow WA, or pediatrician, which aligns with the WA strategy for Universal Developmental Screening.

²American Academy of Pediatrics policy statement on developmental screening for children: “Standardized screening tool will be used with all children at 9, 18, and 30 months, and any time surveillance raises concern”

<p>facility records.</p> <p>An early learning provider must share information with parents or guardians about organizations that conduct developmental screenings such as a local business, school district, health care provider, or specialist.</p>	<p>calendar days, counting the child’s first day attending class as day one, using a valid and reliable screening tool. The policy will also explain that the frequency of screening will be at least annually thereafter for children 3-5 and will follow the recommendations of the American Academy of Pediatrics² for children under 3 years of age.</p> <p>2) Showing evidence of the results of screening for each child that has been in attendance for at least 45 calendar days. If a parent or outside organization has conducted a screening within six months prior to starting the program using a valid screening tool(e.g. Help Me Grow or pediatrician office) results will be available on file</p> <p>3)Providing evidence that screening results and next steps are discussed with parents(e.g. parent signature on form, notes from parent conference about screening results, referral to ESIT or Child FIND)</p>	<p>screening.³</p> <p>The purpose of the developmental screening is to identify children who may need further evaluation or referral for special services.</p> <p>The developmental screening tool must:</p> <ol style="list-style-type: none"> Be valid and reliable Be sensitive to the cultural and linguistic needs of enrolled children and families Screen speech/language, social-emotional, physical/motor, and cognitive development <p>The developmental screening must be administered:</p> <ol style="list-style-type: none"> 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 staff⁴ <p>After completing the screening, staff must score the tool. If any child scores as needing further evaluation, staff must:</p> <ol style="list-style-type: none"> Refer the parent to the local education agency (LEA) for further evaluation Ensure the child received the needed evaluations and any related services, while respecting parent choice Partner with the LEA to ensure evaluation results meet federal and state timelines⁵ <p>If the evaluation results in a child receiving an Individualized Education Program (IEP), contractors must ensure that the ECEAP teacher attends the IEP</p>
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ECEAP Rationale:

³ This change is to align with Head Start Performance Standard 1302.33.

⁴ 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.

⁵ Section c) is added based on work with Ounce Self-Assessment

		<p>meetings and receives a copy of the IEP. Staff must include the children’s IEP goals in their individualized planning. ⁶</p> <p>Staff must document the developmental screening, dates, results, referrals, follow-ups, and IEP dates in ELMS.</p> <p>Child 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:</p> <ul style="list-style-type: none"> • Vision and hearing. • Height and weight. • Special health needs. <p>Contractors must:</p> <ul style="list-style-type: none"> • 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.
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Child Outcomes		
Proposed WAC	Proposed Early Achievers	Proposed ECEAP
No WAC	<p>Standard: Ongoing Observation and Assessment⁷ An early learning provider may demonstrate quality by completing any of the following activities:</p> <ol style="list-style-type: none"> 1. Providing evidence of a policy indicating that that 	<p>Observing Children Contractors must ensure teaching staff observe each child and document these observations in Teaching Strategies GOLD®. These observations must:</p>

⁶ **ECEAP Rationale:** This standard has a piece added about teachers attending IEP meetings based on previous contractor feedback and provides clarification on current ECEAP practices that are expected but not in standards yet.

⁷ **Early Achievers Rationale:** This standard is broadened to allow a progression within Early Achievers to include having a policy for observation and documentation which aligns with the language in the Head Start Performance Standards. An early learning provider will progress from policy to informal and then more formal ongoing assessment to demonstrate continuous quality improvement

	<p>formal or informal child observation and documentation are conducted at least three times a year for each child</p> <p>2. Conducting Informal observation and documentation (e.g. portfolio, work sampling, video) with 100% of children who have attended a minimum of two weeks. Assessments are on file for children who have been enrolled for 90 calendar days; dates must be included</p> <p>3. Using a formal assessment (either TS or TSG aligned) with 100% of children who have attended a minimum of two weeks. Assessments are on file for children who have been enrolled for 90 days.</p> <p>4. Evidence that all Lead Teachers are trained and reliable on TSG or aligned assessment (i.e. teachers are required to meet the training and reliability requirements of the assessment tool they are using). If no training is required for the assessment tool then evidence general training on assessment is required (e.g., college course on child assessment)</p>	<ul style="list-style-type: none"> a) Document what children say and do, with whom, and where they play b) Be written in objective and factual notes, including direct quotations of language and descriptions of actions c) Occur across a variety of activities, locations and throughout the daily schedule d) Cover the following areas of development and learning for the individual child: social-emotional development, physical development, language development, and cognitive development, including literacy and mathematics e) Take place over time, throughout the school year⁸ <p>Staff use these observations to:</p> <ul style="list-style-type: none"> a) Learn more about the child’s development, skills, abilities, interests, friendships, interactions, and behavior. b) Inform Teaching Strategies GOLD® checkpoint ratings. c) Develop individualized curriculum and guidance plans.⁹ <p>Ongoing Assessment Contractors must use Teaching Strategies GOLD® Online to document assessment of child development and learning. For each ECEAP child, Contractors must:</p> <ul style="list-style-type: none"> 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.
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⁸ **ECEAP Rationale:** This list and the introductory paragraph are a combination of existing standards, moving requirements from the ECEAP Contract Section 8, changes based on previous contractor feedback, and providing clarification on current ECEAP practices that are expected but not in standards yet.

ECEAP Rationale:

⁹ This list is a combination of existing standards and providing clarification on current ECEAP practices that are expected but not in standards yet

		<ul style="list-style-type: none"> 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. e) Complete the Home Language Survey by the child’s first checkpoint after enrollment and if indicated, assess the child’s English language acquisition using objectives 37-38¹⁰ <p><u>Use of Aggregate Assessment Data</u> Contractors must analyze their aggregate child assessment data to inform continuous improvement planning contractor-wide, including:</p> <ul style="list-style-type: none"> a) Teaching practices b) Curriculum decisions c) Professional development and staff training plan¹¹ <p><u>Individualized Education Services</u> Contractors must ensure teaching staff individualize child goals, curriculum, and guidance. These must be based on:</p> <ul style="list-style-type: none"> a) Staff observations of the child b) Assessment data c) Family observations of the child d) Information gained from parent-teacher conferences e) IEPs, if applicable f) Behavior plans, if applicable¹²
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¹⁰ This list and the introductory paragraph are a combination of moving requirements from the ECEAP Contract Section 8 and aligning with Head Start Performance Standard 1302.33

ECEAP Rationale:

¹¹ This list and the introductory sentence are moving from the ECEAP Contract Section 8

¹² This list and the introductory paragraph is providing clarification on current ECEAP practices that are expected but not in standards yet.

		<p>Teaching staff must document individualized child goals, curriculum, and guidance on one or more of the following:</p> <ul style="list-style-type: none"> • Parent-teacher conference notes • The Teaching Strategies GOLD® Family Conference Form • Curriculum plans • Separate individual learning plans • The Child Development Page in ELMS.¹³
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Child Outcomes – Developmental Screening		
Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0065 School readiness and family engagement activities.</p> <p>(1) At least once per calendar year, an early learning provider must supply to parents or guardians kindergarten or school readiness materials.</p> <p>(2) These materials must be similar to relevant material posted online by OSPI or the department, and must address:</p> <p style="padding-left: 40px;">(a) Kindergarten transition activities if a child is ready to transition to kindergarten; and</p> <p>Developmentally appropriate local school and school district activities designed to engage families.</p>	<p>Standard: Kindergarten Transition <i>Progression from WAC 170-300-0065</i></p> <p>An early learning provider may demonstrate quality by participating in any of the following activities:</p> <p>1. Providing information to families about kindergarten registration or orientation activities in the local community (e.g. policy in place to share kindergarten registration information with parents, examples of how kindergarten registration information is shared with parents)¹⁴</p> <p>2. Documentation of connecting parents with kindergarten (e.g., kindergarten teacher visits preschool classroom, parents are provided with information about kindergarten orientation, supporting parents in following through with kindergarten registration)</p>	<p>Kindergarten Transition <i>Progression from 170-300-0065(a)</i></p> <p>Contractors must ensure staff implement kindergarten transition practices, which include:</p> <p>a) Activities to assist children and families in the transition from ECEAP to kindergarten</p> <p>b) Helping families understand their child's progress towards kindergarten readiness while in ECEAP, as described in Family Engagement and Partnerships ECEAP Performance Standard Parent-Teacher Conference Content.</p> <p>c) Parent engagement and advocacy opportunities, as described in Family Engagement and Partnerships ECEAP Performance Standard Engaging ECEAP Families</p> <p>d) Sharing information about each family's home or preferred kindergarten.¹⁷</p>

¹³ This paragraph is providing clarification on current ECEAP practices that are expected but not in standards yet.

¹⁴ WAC requires general information about kindergarten transition or other local activities to be shared with families. Early Achievers specifically allows an early learning provider to demonstrate quality by sharing specific information about the local kindergarten registration event and to actively connect families to the local school for support in registration for kindergarten.

ECEAP Rationale:

	<p>Standard: Individualizing An early learning provider may demonstrate quality by participating in any of the following activities:</p> <ol style="list-style-type: none"> 1. Setting individualized goals for all children based on IEP/IFSP or observation and assessment information¹⁵ 2. Implementing individualized goals for all children (e.g. initials on lesson plans, matrix, behavior support plan) <p>Standard: Aggregated Data An early learning provider may demonstrate quality by participating in any of the following activities: Using data for program improvement</p> <ol style="list-style-type: none"> 1. Analyzing child data by certain characteristics (e.g. number concept scores across the whole program) at the program level, at least yearly 2. Making an action plan to target areas for improvement as determined by child assessment data. Making ongoing adjustments to program development based on child assessment data¹⁶ 	<p><i>Progression from 170-300-0065 b)</i> Contractors must coordinate with schools in their service areas to:</p> <ol style="list-style-type: none"> a) Plan joint family events, when possible b) Connect ECEAP families to school kindergarten readiness events provided by schools c) Inform ECEAP families of kindergarten registration processes d) Build relationships with kindergarten teachers to promote successful transitions e) Exchange child information, such as child assessments, with parent permission.¹⁸
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¹⁷ This list and the introductory sentence are a combination of existing standards, aligning with Head Start Performance Standard 1302.71, and providing clarification on current ECEAP practices that are expected but not in standards yet.

¹⁵ This standard is divided into two standard areas to allow a progression within Early Achievers. An early learning provider may demonstrate quality by setting goals for children as well as implementing the goals

¹⁶ This standard is divided into two standard areas to allow a progression within Early Achievers. An early learning provider may demonstrate quality by analyzing data as well as using the data to target areas for program improvement

¹⁸ This list and the introductory sentence are a combination of existing standards, aligning with Head Start Performance Standard 1302.71, and providing clarification on current ECEAP practices that are expected but not in standards yet.